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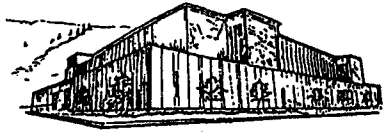
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**Job Satisfaction Characteristics  
of Full-time Faculty Members at Montana Tribal Colleges**

by

Mary Herak Sand

B.A., University of Montana, 1972

M.A., University of Montana, 1979

Ed.S., University of Montana, 1994

presented in partial fulfillment of the requirements

for the degree of

Doctor of Education

The University of Montana - Missoula

May 2005

Approved by:

 Ph.D.  
Chairperson

  
Dean, Graduate School

5-31-05  
Date

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## Abstract

Sand, Mary Herak, Ed.D., May 2005

Counselor Education

### Job Satisfaction Characteristics of Full-time Faculty Members at Montana Tribal Colleges

Chairperson: Dr. Rita Sommers-Flanagan 

Responses to an e-mail survey of full-time faculty members at the seven Montana tribal colleges (64% response rate) revealed the following areas of greatest overall satisfaction: workspace, computer, pedagogical independence, personal academic preparedness, personal commitment and motivation, student classroom behavior, and financial aid office. Areas of least overall satisfaction included salary, time/workload pressures, academic preparedness of students, effectiveness of faculty evaluation processes, effectiveness of new faculty orientation, and degree to which the colleges provide resources for integrating culture into courses.

Comparison of results with those of a 2003 survey of tribal college faculty members nation-wide revealed similar areas of greatest and least job satisfaction. Montana faculty members appeared to be less satisfied with salary and benefits, however.

Paired sample t-tests results compared job satisfaction levels of five Montana within-group categories: Indian/Non-Indian, male/female, older/younger, longer employed/more recently hired, and higher salary/lower salary. The instructors were in agreement in most areas. Where there were significant differences, American Indian instructors, male instructors, younger instructors, and more recently hired instructors expressed more dissatisfaction than their counterparts. In salary-based comparisons, instructors earning lower salaries were significantly less satisfied in four areas, and instructors earning higher salaries were significantly less satisfied in six areas. When asked to rate the importance of hiring more American Indian instructors, a majority of respondents rated it important, but significantly more Non-Indian and older instructors indicated ambivalence. Although the instructors as a group rated overall job satisfaction as "high neutral," over half were giving some thought to leaving their tribal colleges within three years to accept a full-time position *not* at a tribal college, with American Indian instructors even more likely to leave than Non-Indian instructors.

A theme analysis of responses to open-ended survey questions revealed the following themes of greatest satisfaction: connection with students, service (altruism theme), campus environment, and teaching. Themes of greatest dissatisfaction were leadership; student preparedness and performance; ethnicity-related tensions; teaching challenges, especially integrating culture into curriculum; and time-workload stress. Salary emerged as a strong theme when instructors were asked what it would take to recruit and retain more American Indian faculty members.

## Table of Contents

Abstract .....	ii
Table of Contents .....	iii
Table of Tables .....	vi
Acknowledgments.....	viii
 CHAPTER ONE: INTRODUCTION.....	1
<i>The Voorhees Survey (2003)</i> .....	2
<i>Tribal Colleges</i> .....	4
<i>Cross-cultural Research Considerations</i> .....	6
<i>Statement of Purpose</i> .....	7
<i>Research Questions</i> .....	8
<i>Significance of the Study</i> .....	8
<i>Definitions</i> .....	9
 CHAPTER TWO: LITERATURE REVIEW .....	16
<i>Indian Education Policy: Historical Context</i> .....	16
<i>College Faculty Job Satisfaction</i> .....	26
 CHAPTER THREE: METHOD .....	31
<i>Research Participants</i> .....	31
<i>Survey Instrument</i> .....	32
<i>Research Process</i> .....	33
<i>Research Design</i> .....	34
<i>Confidentiality</i> .....	34
<i>Delimitations</i> .....	35
<i>Limitations</i> .....	35

CHAPTER FOUR: RESULTS .....	37
<i>Comparison with the Voorhees (2003) Study</i> .....	37
Reasons I Teach: Comparison With The Voorhees Study.....	37
Job Satisfaction: Comparisons With Voorhees Survey .....	56
<i>Paired-Sample T-Tests Of Montana Sample</i> .....	67
American Indian/Non-Indian Comparisons .....	69
Gender Comparisons.....	71
Age-based Comparisons .....	75
Experience-based Comparisons .....	78
Salary-based Comparisons.....	80
Overall Combined Group Means .....	84
Summary of Areas of Most Satisfaction and Least Satisfaction....	88
Overall Job Satisfaction by Gender and Ethnicity .....	90
Planned Mobility.....	90
Reasons for Planning to Leave .....	92
Importance of Hiring More American Indian Faculty .....	93
<i>Theme Analysis</i> .....	95
Satisfaction Themes .....	96
Dissatisfaction Themes .....	100
Faculty Retention .....	111



CHAPTER FIVE: DISCUSSION.....	115
<i>Comparisons Within the Montana Tribal College Faculty</i> .....	119
Indian/Non-Indian Differences .....	120
Gender-based Differences.....	124
Age-based Differences.....	126
Experience-based Differences .....	127
Salary-based Differences .....	127
<i>Conclusion</i> .....	129
References.....	131
Appendix A: The Montana Tribal College Faculty Survey.....	146
Appendix B: Letter to Montana Tribal College Presidents/Vice Presidents .....	159
Appendix C: Letter from Dr. Joseph McDonald to Other Tribal College Presidents.....	160
Appendix D: Second Letter Montana Tribal College Presidents/Vice Presidents ....	161
Appendix E: Introduction e-Mail to Montana Tribal College Faculty .....	162
Appendix F: Survey e-Mail Invitation.....	163
Appendix G: Reminder e-mail Notice to Montana Tribal College Faculty.....	164
Appendix H: Final Reminder to Montana Tribal College Faculty .....	165
Appendix I: American Indian/Non-Indian Group Statistics .....	166
Appendix J: Gender-based-based Group Statistics.....	170
Appendix K: Age-based-based Group Statistics.....	174
Appendix L: Experience-based-based Group Statistics.....	178
Appendix M: Salary-based Group Statistics.....	182
Appendix N: American Indian/Non-Indian t-test Results .....	186
Appendix O: Gender-based t-test Results .....	194
Appendix P: Age-based t-test Results.....	201
Appendix Q: Experience-based t-test Results.....	208
Appendix R: Salary-based t-test Results.....	215

## Table of Tables

	Page
Table 4-1: Survey Response Rate, Comparison Table .....	38
Table 4-2: Reasons I Teach at This Tribal College .....	39
Table 4-3: Reasons I Came: American Indian Faculty, Montana.....	40
Table 4-4: Reasons I Came: Non-Indian Faculty, Montana .....	41
Table 4-5: Reasons I Came: Combined Faculty, Montana .....	42
Table 4-6: Reasons I Stay: American Indian Faculty, Montana.....	43
Table 4-7: Reasons I Stay: Non-Indian Faculty, Montana .....	44
Table 4-8: Reasons I Stay: Combined Faculty, Montana .....	45
Table 4-9: What Brought Me Here: American Indian Faculty, Voorhees Survey .....	46
Table 4-10: What Brought Me Here: Non-Indian Faculty, Voorhees Survey .....	47
Table 4-11: What Brought Me Here: Combined Faculty, Voorhees Survey.....	48
Table 4-12: Job Satisfaction Rates, Voorhees Study And Montana Study.....	57
Table 4-13: Job Satisfaction Ranking, American Indian Faculty, Montana.....	59
Table 4-14: Job Satisfaction Ranking, Non-Indian Faculty, Montana .....	60
Table 4-15: Job Satisfaction Ranking, Combined Faculty, Montana .....	61
Table 4-16: Job Satisfaction Ranking, American Indian Faculty, Voorhees Survey ..	62
Table 4-17: Job Satisfaction Ranking, Non-Indian Faculty, Voorhees Survey .....	63
Table 4-18: Job Satisfaction Ranking, Combined Faculty, Voorhees Survey.....	64
Table 4-19: Numbers in the Five Montana Sub-Groups.....	68
Table 4-20: American Indian/Non-Indian Cross Tabs: Benefits .....	69
Table 4-21: American Indian/Non-Indian Cross Tabs: Continuing Education Funding .....	69
Table 4-22: American Indian/Non-Indian Cross Tabs: My Academic Preparedness to Teach the Courses I Teach.....	69
Table 4-23: Indian/Non-Indian Cross Tabs: Administrative Commitment to College Mission .....	70
Table 4-24: Gender Cross Tabs: Job Security .....	72
Table 4-25: Gender Cross Tabs: Salary .....	72
Table 4-26: Gender Cross Tabs: Academic Preparedness of Other Faculty Members	72
Table 4-27: Gender Cross Tabs: Effectiveness of Overall College Leadership .....	72
Table 4-28: Gender Cross Tabs: Career Center/Placement Office .....	72
Table 4-29: Gender Cross Tabs: Degree Campus Reflects Local Culture .....	73
Table 4-30: Gender Cross Tabs: New Faculty Orientation to Local Culture .....	73
Table 4-31: Gender Cross Tabs: Cultural Integration Into Faculty Development.....	73
Table 4-32: Gender Cross Tabs: Degree Campus Integrates Local Language(s).....	74
Table 4-33: Age-based Cross Tabs: My Commitment and Motivation.....	76
Table 4-34: Age-based Cross Tabs: Effectiveness of Academic Dean/Vice President.....	76
Table 4-35: Age-based Cross Tabs: Financial Aid Office.....	76
Table 4-36: Experience-based Cross Tabs: My Academic Preparedness to Teach the Courses I Teach .....	78

Table 4-37: Salary-based Cross Tabs: Benefits .....	80
Table 4-38: Salary-based Cross Tabs: Computer .....	80
Table 4-39: Salary-based Cross Tabs: Financial Aid Office .....	80
Table 4-40: Salary-based Cross Tabs: Business Office .....	81
Table 4-41: Salary-based Cross Tabs: Workload .....	81
Table 4-42: Salary-based Cross Tabs: Time for Class Preparation .....	81
Table 4-43: Salary-based Cross Tabs: Time for Interaction with Other Instructors....	82
Table 4-44: Salary-based Cross Tabs: Administrative Commitment to College Mission .....	82
Table 4-45: Salary-based Cross Tabs: Effectiveness of Faculty Evaluation Process..	82
Table 4-46: Salary-based Cross Tabs: Resources for Integrating Culture.....	82
Table 4-47: Overall Job Satisfaction, Combined Group Means .....	84
Table 4-48: Summary of Areas of Most Combined-Group Satisfaction .....	88
Table 4-49: Summary of Areas of Least Combined-Group Satisfaction.....	89
Table 4-50: Overall Job Satisfaction, American Indians and Non-Indians .....	90
Table 4-51: Overall Job Satisfaction by Gender.....	90
Table 4-52: American Indian Planned Mobility Within Next Three Years.....	91
Table 4-53: Non-Indian Planned Mobility Within Next Three Years .....	91
Table 4-54: Combined AI/NI Planned Mobility Within Next Three Years .....	92
Table 4-55: Combined AI/NI Reasons Considering Leaving.....	93
Table 4-56: Cross Tab: AI/NI Perceptions of Importance Having More American Indian Instructors .....	94
Table 4-57: Cross Tab: Age-based Perceptions of Importance Having More American Indian Instructors .....	95
Table 4-58: Satisfaction Theme Rankings .....	96
Table 4-59: Dissatisfaction Theme Rankings .....	101

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## CHAPTER ONE: INTRODUCTION

Tribal colleges and universities (TCUs) are a fairly recent development in the world of higher education. Their number grew from one in 1968 to 36 in 2005, including one in Canada. Most of the tribal colleges were fully accredited or applying for candidacy at the time of this report (D. His Horse Is Thunder, American Indian Higher Education Consortium, personal communication, May 25, 2005). The tribal colleges have made an enormous difference in American Indian communities:

The tribal college movement. . . has been the greatest source of not only social and economic change in Native communities, but also a great source of hope for American Indian people. More than 30,000 students attend tribal colleges and universities, up from 2000 since the 1980s. . . . Many offer two-year associate degrees; however, eight have grown to add four-year baccalaureate degree programs and five master degree programs. (American Indian College Fund, 2003).

Although American Indian students make up 89 percent of the tribal college student population (IPEDS Fall 2000 Enrollment Survey), most full-time TCU faculty members are Non-Indian, primarily European American (Voorhees, 2003). In Montana, for example, out of 137 full-time faculty members in 2003-2004, 84 (61%) were Non-Indian (personal communication with personnel at each tribal college, April 2004 and April 2005).

The first nation-wide survey of tribal college faculty was conducted in 2003 at the request of the American Indian College Fund (AICF) and the American Indian Higher Education Consortium (AIHEC), to obtain information that would inform efforts to recruit and retain American Indian faculty members at tribal colleges. They hired the Voorhees Group of Littleton, Colorado, to conduct the survey (Voorhees, 2003).

Prior to the Voorhees survey, little data existed on the characteristics of tribal college faculty. The federal government had funded three national studies of faculty at all 10,600 public and private colleges and universities in the United States, but these studies sampled only a low number of TCU faculty (Voorhees, 2003). The three studies were the National Studies of Postsecondary Faculty (NSOPF), which were conducted by the Department of Education's National Center for Education Statistics (NCES) in 1988, 1993, and 1999. A fourth NSOPF (2004) was underway (National Center for Education Statistics, n.d.-a). The Integrated Postsecondary Education Data System (IPEDS), an annual NCES survey, also gathers some faculty-related data, such as rank, gender, tenure status, length of contract, total salary outlay, and fringe benefits (National Center for Education Statistics, n.d.-b), but the results are unreliable, because a good number of colleges do not respond regularly (Pavel, Skinner, Cahalan, Tippeconnic, & Stein, 1998; Voorhees, 2003).

#### The Voorhees Survey (2003)

Voorhees sent both paper and web-based versions of his survey to all the tribal college academic deans/vice presidents, asking them to distribute the surveys to full-time faculty members (R. Voorhees, personal communication, April 14, 2005). The questionnaires were modeled after the 1998-99 NSOPF questionnaires, so that results could be compared with faculty at mainstream two-year colleges. The Voorhees surveys requested demographic information and asked questions related to job satisfaction, instructional activity, plans for future employment, and reasons for choosing to work at a tribal college (Voorhees, 2003).

Voorhees received 166 usable responses, which he reported as representing about 38 percent of the total full-time TCU faculty, based on the 1997 IPEDS count of 437 full-time nine- and ten-month TCU faculty members (Voorhees, 2003). In spite of the relatively low response rate, Voorhees believed that the data accurately reflected tribal college faculty characteristics. He drew the following conclusions:

- American Indian faculty members made up about 37% of total TCU faculty. Those who identified as “White” made up 60.8%; African American--2%; Native Hawaiian or other Pacific Islander--0.7%; Asian—0%.
- Faculty salaries were much lower at TCUs than at mainstream public two-year colleges. The average faculty salary reported for 2002-2003 was \$34,951. Voorhees estimated that faculty at mainstream institutions earn at least \$10,000 more annually.
- The age of TCU faculty was somewhat younger than at mainstream public two-year colleges (47.8 years versus 49.8 years).
- Tribal college faculty members, especially the American Indian respondents, were more likely to indicate that their present job was their first teaching position in higher education.
- Fewer TCU faculty members had advanced degrees than faculty members at mainstream two-year colleges (master's degrees--48.6% versus 61.7%; doctorates--11.3% versus 20%). Full-time faculty members at public four-year non-research institutions had more advanced degrees than either (doctorates: 72.6%; master's: 25.1%).
- More American Indian faculty members at TCUs were working toward advanced degrees than faculty members at public two-year institutions (44.6% versus 16.1%).
- Overall, TCU faculty members, both Indian and Non-Indian, were as satisfied with their jobs as faculty at public two-year colleges. Tribal college faculty members indicated greater satisfaction in the areas of workload, opportunities for advancement, time to keep current in their field, benefits, salary, and student quality. They indicated less satisfaction with freedom to do outside consulting and spouse employment opportunities in their geographic locations.
- Of the reasons for choosing to teach at a TCU, American Indian faculty members especially indicated a wish to teach American Indian students and to make a

difference in the lives of others. The latter motivation was strong for Non-Indian faculty as well.

- American Indian TCU respondents were more likely than their Non-Indian TCU counterparts to indicate a likelihood of accepting a full-time job outside a postsecondary education institution in the next three years (46.4% versus 30.1%), and over twice as likely to do so as faculty members at two-year public schools (20.4%).

Voorhees concluded that the smaller number of American Indian full-time faculty members at TCUs, combined with their greater likelihood of moving on to a different kind of employment, could indicate a serious problem for the TCUs, and he encouraged them to respond by identifying and training new generations of American Indian faculty members. Because money appeared to be less motivating than altruism (making a difference in the lives of American Indian students and others), he recommended that recruitment efforts appeal to altruism. He also recommended that TCUs support the strong interest among American Indian faculty members for earning higher academic degrees and that TCUs provide on-the-job training for those interested in exploring other kinds of work within their respective institutions (Voorhees, 2003).

### Tribal Colleges

The Navajo Nation created the first tribal college in 1968, and other tribes soon followed. All used old trailers, abandoned buildings, and whatever other structures they could find to house classes. The colleges emerged in the wake of the civil rights movement of the 1960s and 1970s (American Youth Policy Forum, n.d.), but the driving force behind the rapid growth of the colleges was the philosophy of Indian self-determination. That philosophy had found voice in the 1930s and had become federal policy in December 1975 with the passage of Public Law 93-638, the Indian Self-Determination and Education Assistance Act (McDonald, 1982). The legislation



authorized federal agencies to contract directly with tribes for federal services, including education, rather than having those services directed by distant bureaucrats (Utter, 1993). Although the law did not give Indian people control of the programs, it required that Native American people be included in the staffing (Jaimes, 1992).

Indian educators used this opportunity to design educational programs that would meet the needs of American Indian tribes and help preserve tribal cultures (McDonald, 1982). Some of these educators focused on tribal higher education, which tribal leaders believed could build leadership, strengthen reservations, and pass on cultural languages and traditions in a way that non-tribal institutions could not (American Indian Higher Education Consortium & Institute for Higher Education Policy [AIHEC & IHEP], 1999). Their persistent efforts resulted in Public Law 95-471, the Tribally Controlled Community College Assistance Act of 1978, which provided funding to improve existing and establish new tribal colleges (Pavel, Skinner, Cahalan, Tippeconnic, & Stein, 1998) and gave rise to what is known as the tribal college movement (AIHEC & IHEP, 1999).

The tribal colleges vary in many ways, including age, stage of development, structure, and size. The colleges also have several similarities:

- most are less than 25 years old;
- most have relatively small student bodies that are predominantly American Indian;
- most are located on remote reservations, with limited access to other colleges;
- most were chartered by one or more tribes, but maintain their distance from tribal governments;
- all have open admissions policies; and
- all began as two-year institutions. (AIHEC & IHEP, 1999, p. A-3)

The tribal colleges grew out of a need to provide educational opportunities for American Indian people, especially those on geographically isolated Indian reservations who, for cultural and economic reasons, often would not or could not leave their communities to go to college. The reservations had higher than average rates of suicide and alcohol-related deaths and lower than average rates of high school completion. Tribal ties to family and family obligations were and are strong. Tribal colleges brought higher education geographically and culturally closer, making attendance and retention a greater possibility (AIHEC & IHEP, 1999; Benham & Stein, 2003; Boyer, 1997; Stein, 1994).

#### Cross-cultural Research Considerations

Although this study focuses on full-time tribal college instructors, a group that is not primarily Native American, many of the instructors are American Indians. Mihuesah (1998) has published an anthology exploring concerns about research on American Indians. She notes there is disagreement among American Indians (e.g., Swisher, 1996) about research by Non-Indian scholars. Some Indian people are opposed because of negative experiences in the past--communication of incorrect information; lack of compensation to the research subjects even though the scholar has made considerable money on the published research; and the expropriation and marketing of information considered culturally sacred and private. Some Indian tribes have banned research or adopted strict research guidelines (Christenson & Peacock, 1997).

On the other hand, many American Indian people are open to scholarly research, if it is accurate, cross-culturally aware, and contributes to greater understanding. Crazy Bull (1997) noted that, "Tribal people will support and participate in research related to

tribal needs that helps us adjust to modern society. . . .We are intensely interested in understanding our circumstances and how our families and communities came to be the way they are today” (pp. 17-18).

Several efforts were made to ensure that this research was appropriate for a study that includes American Indian participants. First, the survey instrument was patterned after the one used in 2003 Voorhees study, which was contracted and approved by the American Indian College Fund and the American Indian Higher Education Consortium. Second, a highly respected American Indian scholar, Dr. Kathryn Shanley, served on the dissertation committee. Third, the University of Montana Institutional Review Board assessed the appropriateness of the study. Fourth, to provide a meaningful context for the study, the dissertation includes an historical overview of Indian education based on the works of scholars respected by the American Indian community.

#### Statement of Purpose

This study had two purposes. The first was to compare job satisfaction characteristics of full-time instructors at the seven Montana tribal colleges with job satisfaction characteristics identified by Voorhees' (2003) nation-wide survey of tribal college faculty members. The second was to compare job satisfaction levels within the Montana tribal college faculty in five categories: Indian/Non-Indian, male/female, older/younger, longer employed/more recently hired, and higher salary/lower salary.

## Research Questions

Two research questions were posed for this study:

1. Were the job satisfaction characteristics of full-time faculty at the seven Montana tribal colleges similar to the characteristics identified by the Voorhees study?
2. Were there significant differences in job satisfaction among full-time instructors at Montana tribal colleges with regard to gender, race/ethnicity, age, salary, and length of employment?

The study tested two null hypotheses in relation to the research questions:

1. Montana tribal college faculty characteristics will not differ in any major ways from the Voorhees sample on job satisfaction characteristics.
2. The Montana tribal college faculty will not report significant within-group differences in job satisfaction levels with regard to gender, race/ethnicity, age, compensation, and length of employment.

## Significance of the Study

This study is useful in several ways:

- It gives attention to a group seldom studied and addresses a topic about which little research exists.
- It contributes additional data to the strategic planning effort begun by the American Indian College Fund and the American Indian Higher Education Consortium.
- It provides Montana tribal college administrators with additional information about faculty interests and concerns.
- It can help tribal, state, and federal governments to better understand the needs and interests of full-time tribal college faculty members in Montana.

- It provides useful information for people considering teaching at a tribal college or university.
- It provided a confidential vehicle through which Montana tribal college instructors could share aspects of their teaching experience with a wider audience.

### Definitions

Note: The terms most often used for indigenous people in the lower forty-eight states are **Indian, American Indian, and Native American**. This paper will use all three interchangeably, but it will mostly use "American Indian," which is currently preferred by most American Indian people (Yellow Bird, 1999). Alaska has no tribal colleges at this time, so Alaska Natives are not part of this study.

**Acculturation**—"Acceptance of both one's own group and another group; through contact, conflict, and finally adaptation, elements of each ethnic group are included in the culture. This occurs at both personal and group levels." (Phinney & Rotheram, 1987, p. 12.)

**American Indian College Fund (AICF)**—Nonprofit organization created by the tribal colleges to raise monies to assist with the tribal college mission.

**American Indian Higher Education Consortium (AIHEC)**—An informal collaboration among all the tribal colleges; founded in 1972 by the presidents of the first six tribal colleges. The organization, which is governed jointly by all member institutions, currently represents all 36 tribal colleges. Its mission is to "support the work of these colleges and the national movement for tribal self-determination" (American Indian Higher Education Consortium, n.d). It does this by providing technical assistance to tribal colleges, advocating for tribal colleges, and seeking funds to assist new tribal colleges (Boyer, 1998).

**Assimilation**--"The process of giving up one culture and taking on the characteristics of another" (Gudykunst, 1998, p. 77).

**Assimilationist policies**--Policies that promote assimilation by one cultural group into another cultural group.

**Bicultural**--"Able to function as competently in the dominant culture as in [one's] own while holding on to manifestations of [one's] own culture" (Locke, 1998, p. 8).

**Blood quantum**—A system for identifying and classifying American Indians that refers to the amount of a person's lineage that is traceable to American Indian ancestry (Snipp, 2000). Indian blood quantum was fully institutionalized as a way of defining tribal membership with the Indian Reorganization Act of 1934, which defined tribal members and non-enrolled Indians through "a mixture of descent, residence, and 'blood'" (Strong & Van Winkle, 1996, p. 555). Although the concept is derived from the scientific racism of the nineteenth century (Mohawk, 1992; Smedley, 1993; Snipp, 2000), blood quantum "has been used as an indicator of legal competency, for heirship claims, to determine tribal membership, and eligibility for federal benefits" (Snipp, 2000, Para 19). Many American Indian people see blood quantum as a double-edged sword. On one hand, it is seen as an infringement on sovereignty, which allows a nation to establish its own membership. On the other hand, it makes visible the unique status of American Indian people, and it offers a certain degree of resistance to assimilation (Strong & Van Winkle, 1996).

**Bureau of Indian Affairs (BIA)**-- An office of the United States Department of the Interior. The current basic mission of the BIA is (1) to act as the principal agent of the United States in carrying on the government-to-government relationship that exists

between the United States and federally-recognized Indian tribes and (2) to carry out the / responsibilities as trustee for property it holds in trust for federally-recognized tribes and individual Indians" (Utter, 1993, pp. 173-174).

**Community colleges**—These institutions offer associate's degree and certificate programs. Bachelor's degrees represent less than 10 percent of all undergraduate awards (Carnegie Foundation for the Advancement of Teaching, 2000).

**Culture**--"A construct that captures a socially transmitted system of ideas--ideas that shape behavior, categorize perceptions, and give names to selected aspects of experience" (Locke, 1998, p. 3).

**Cultural broker**--Individuals "who explain and often justify one culture to another. They are interpreters in the broadest sense. In American Indian history this role was often assumed by the traders, by Indian women who married Euro-Americans, and by the mixed bloods who often assumed positions in each culture" (Gagnon, 1997, p. 13). Also know as **cultural mediators**. (See also, Szasz, 1994.)

**Descendant**—The term "descendant" is widely used on Montana reservations to refer to American Indian people who do not have sufficient documented blood quantum to be enrolled tribal members. Often the term refers specifically to the non-enrolled children and grandchildren of enrolled tribal members.

**Enrollment**--Official tribal membership determined by each American Indian tribe. (See Utter, 1993, pp. 35-37).

**Ethnic group**—Groups who believe and are believed by others to be alike by virtue of common ancestry, whether or not that ancestry actually is common (Phinney & Rotheram, 1987).

**Ethnic Intrusion Anxiety**--A term coined for this study to refer to a concern felt by some Non-Indians that they might be harmful or unwelcome cultural intruders in American Indian communities, regardless of good intentions.

**Ethnic identity**—"One's sense of belonging to an ethnic group and the part of one's thinking, perceptions, feelings, and behavior that is due to ethnic group membership" (Phinney & Rotheram, 1987, p. 13)

**Ethnocentrism**—The belief that one's culture and ethnic group are superior to all others.

**Federally recognized tribe**—An American Indian tribe that the federal government recognizes as being a "unique political entity which has a formal relationship with the United States government . . . [and therefore has] certain inherent rights and powers of self-government and is entitled to specific benefits and services enumerated in various federal laws" (Utter, 1993, p. 31).

**Hygienes**—Aspects of employment that contribute to employee dissatisfaction if not provided adequately; one of the two factors in Herzberg's (1959) job satisfaction theory.

**Indian agent**—The official assigned by the mid-nineteenth century federal government to control, "acculturate[,] and foster the assimilation of" American Indians on Indian reservations (Utter, 1993, p. 250).

**Indian reservation**—"The name 'reservation' is taken from the early practice whereby Indian tribes were coerced, enticed, or otherwise persuaded to relinquish, or 'cede,' the majority of their homelands by treaty to the federal government, while holding back or 'reserving' a portion of their original lands for their own use" (Utter, 1993, p. 110).

**Indian tribe**—See **Tribe**.



**Job satisfaction**—"An individual's attitude about work roles and the relationship to worker motivation" (Nestor & Leary, 2000, para 8).

**Mainstream culture**--The "general culture of the United States" (Locke, 1998, p. 3). Sometimes referred to as the "dominant culture" or "White culture."

**Manifest Destiny**-- The racist belief that White Americans were divinely intended, even obligated, to expand and take control of all of North America (Morris, 1992).

**Maslow's Hierarchy of Needs**—An untested but widely accepted theory developed by Abraham Maslow that people have a hierarchy of needs, with certain needs having to be met before other needs can be addressed. The needs are presented in a pyramid, with physiological needs (food, water, shelter, warmth) at the base. Above these are safety needs, then needs for belonging and love, then self-esteem needs. At the pinnacle are needs for self-actualization (Maslow, 1954, 1970).

**Montana tribal colleges**-- Blackfeet Community College, Browning (Blackfeet Indian Reservation); Chief Dull Knife College, Lama Deer (Northern Cheyenne Reservation); Fort Belknap College, Harlem (Fort Belknap Indian Reservation); Fort Peck Community College, Poplar (Fort Peck Indian Reservation); Little Big Horn College, Crow Agency (Crow Indian Reservation); Salish Kootenai College, Pablo (Flathead Indian Reservation); and Stone Child College, Box Elder (Rocky Boy's Indian Reservation).

**Motivators**—Aspects of employment that contribute to job satisfaction; one of the two factors in Herzberg's (1959) job satisfaction theory.

**Non-Indian**—A person who is neither an enrolled member of an American Indian tribe nor a descendant.

**Prejudice**—A negative attitude toward an entire group. See also "racism."

**Race/racial**--Sociopolitical constructs with some relationship to biological

characteristics. These constructs vary over time and location (Spickard, 1992).

**Racism**—Systematic and socially empowered mistreatment of one group by another based on race.

**Racism, internalized**—Acceptance of the negative stereotypes and prejudices aimed at one's own group or at other non-dominant groups by the socially dominant group.

**Racism, institutionalized**—Denial, based on race, of opportunities and equal rights to individuals or groups resulting from the normal operations of an institution or society.

**Relocation**--A government policy between 1945 and 1960 that encouraged thousands of American Indian people to move from reservations to urban areas, where promises of employment, better housing, and education were for the most part not kept (Carnegie Foundation for the Advancement of Teaching, 1989; Utter, 1993).

**Reservations**--Tracts of land that American Indian tribes held in reserve for "the exclusive use and occupancy of individual tribes or groupings of tribes" (Utter, 1993, p. 249).

**Self-determination**--"A catch-all term that covers a variety of concepts including tribal restoration, self-government, cultural renewal, reservation resource development, self-sufficiency, control over education and equal or controlling input into all policies and programs arising from the Native American-federal government trust relationship" (Utter, 1993, p. 170).

**Sexism**—Prejudice and discrimination based on gender.

**Termination**—Federal policy aimed at ending "the federally recognized status of Indian tribes and their trust relationship with the United states" (Utter, 1993, p. 39).

**Tribal colleges**—Postsecondary educational institutions that were created by American Indian tribes to meet the higher education needs of American Indians. The colleges "combine personal attention with cultural relevance" and include both regular college courses and courses in American Indian culture(s) (AIHEC & IHEP, 1999, p. A-1). The colleges also support local economic development (AIHEC & IHEP, 2000).

**Tribal membership**—The criteria by which American Indian tribes determine tribal enrollment. Some tribes require documentation of blood quantum, such as one-half or one-fourth, for official membership (Utter, 1993).

**Tribal sovereignty**—The right of American Indian tribes to govern their members and territories (Utter, 1993).

**Tribe**—The term has two common meanings, one ethnological and one political. The former refers to "a group of indigenous people, bound together by blood ties, who were socially, politically, and religiously organized according to the tenets of their own culture, who lived together, occupying a definite territory, and who spoke a common language or dialect" (Utter, 1993, p. 29). The second "official" meaning was developed as part of United States treaty relations, so that the government could negotiate with specific American Indian groups on a government-to-government basis (Utter, 1993, p. 29). This second meaning is sometimes unrelated to the first, because some ethnologically very different tribes were forced onto reservations with each other and had to unite to negotiate with the federal government. Other tribes were divided and placed on different reservations, becoming for political purposes different tribes (Utter, 1993).

**White people**—Light-skinned people of European descent.

## CHAPTER TWO: LITERATURE REVIEW

This review will focus on two areas related to tribal college faculty. The first section will focus on the history of Indian education policy in the United States. The second will focus on college faculty job satisfaction.

### Indian Education Policy: Historical Context

It is essential to place any study of American Indian education in an historical context, because Indian tribes have a unique status in the United States. Unlike any other ethnic groups, they are "unique political sovereigns" (Flacks-Jatta, 1994, p. 498). The historical context helps explain the deep commitment of American Indian communities to tribal colleges, as well as ongoing efforts to increase the number of American Indian faculty members at the tribal colleges. This discussion will begin with a definition of "American Indian education":

The term *American Indian education* has been used to refer to two distinctly different, segregated, and often opposing worlds: (1) the education of American Indian children by their parents, extended families, and communities, and (2) the education of American Indian children, teenagers, adults, and communities by colonial authorities, particularly European American institutions (Lomawaima, 1999, p. 5).

The history of the second form of American Indian education, which will be referred to here as "mainstream education," has been permeated with ethnocentrism and racism since initial contact with Europeans. Although initially many Europeans saw the indigenous people as noble beings living in an earthly paradise, this perception was soon replaced with another myth: that the indigenous people were savages that must be subdued or assimilated (Mohawk, 1992).

The goal of the early missionaries, Catholic and Protestant, was to Christianize and "civilize" selected American Indian individuals and groups, who would then help convert their own people (Wright, 1991, p. 431). European governments hoped that the missionary efforts would teach European ways of thinking and being and thus lessen resistance to European domination. The rigid, hierarchical, and intrusive European education style clashed with Indian ways, however, so early attempts at European-style education were rarely successful (Wright, 1991; Noriega, 1992). Indian people perceived correctly that education into Christianity was an effort to make Indians like Europeans, without a reciprocal openness to Indian ways (Wright, 1991). Many scholars have described the painful history of these efforts to use education to destroy American Indian cultures and assimilate Indian peoples (e.g., Deloria & Wildcat, 2001; Haymond, 1982; Reyhner & Eder, 1989; Wright, 1991, 1995).

One outcome of this history has been that American Indians are underrepresented at all levels of mainstream education. According to Pavel, Skinner, Farris, Cahalan, Tippeconnic, & Stein (1999), 66 percent of American Indian people over age 25 had completed high school in 1990, compared with 75 percent of Americans overall in the same age group. Nine per cent had bachelor's degrees or higher, compared with 20 percent overall. Only three percent had graduate or professional degrees, compared with 7 percent overall. (This latter achievement was not evenly spread, however. Some tribes had much higher rates of educational attainment than others.)

Deloria (1985, 1991) believes that the history of federal Indian policy in all areas, not just education, has been one of dispossession of native people. From early efforts to move Indian people away from White settlements, to later attempts to force Indian people

to assimilate, the ongoing clash of very different cultures found little resolution. Utter (1993) describes seven eras in federal-Indian relations:

1. Early United States-Indian Relations, 1776-1830. This was an era of "agreements between equals" (Pevar, 1992, p. 3). Desiring to maintain Indian peoples as military allies, the new government signed treaties. Treaty goals were to avoid bloodshed, obtain land, and protect the tribes from Non-Indians (Utter, 1993). During this period, the government purchased huge acquisitions of land from Indian tribes.

As the federal government became increasingly powerful, a new federal philosophy emerged, a belief in "manifest destiny" (Utter, 1993, p. 246). "Manifest destiny" was the racist belief that White Americans were divinely intended, even obligated, to expand and take control of all of North America.

2. The Removal Era (1830-1860). During this period, authorities continued to pressure Indian people to give up their lands. Congress passed a law that, in the name of "exchange of lands," forced tens of thousands of Indian people to move west; the ideas of "progress" and "manifest destiny" were used to justify this forced evacuation (Utter, 1993, 247). Although some tribes remained in the East, they were treated from that time forward almost as if they did not exist (Utter, 1993).

Assimilationist beliefs gained momentum during this period. These included the notion that Indian people could learn to live with White people if they were properly "civilized" (Utter, 1993, 247). Missionary efforts were funded by Congress to go west and teach Christian and European attitudes toward work, time, and money (Utter, 1993). For those who would not change, the new attitude was "the only good Indian is a dead Indian" (Garrett, 1996, p. 2).

3. Mid-Century--Reservations and Wars: 1860-1880. During this time period, settlers continued to push west, seeking land and mineral resources. The federal government assisted their encroachment on Indian lands by aggressively making treaties that established Indian reservations and promising various kinds of assistance. Sometimes treaties were established peacefully; sometimes they were established through "theft, fraud, deceit, and military force" (Utter, 1993, p. 250). Many tribes protested by filing land claims suits in federal courts, but Congress eventually blocked this process by disallowing claims related to treaties. Military force was used to make Indian people stay within reservation boundaries.

The federal government continued to involve churches in the process of subduing protest, delegating to certain Christian churches the right to educate certain tribes and nominate the Indian agents for those tribes. The missionaries systematically worked to assimilate Indian people and suppress their religions and traditions (Utter, 1993).

Discovery of gold in the Black Hills of South Dakota led to a gold rush in that region. The Sioux resisted this invasion of their sacred space, which led to the Battle of Little Big Horn and the defeat of Custer's army in 1876. The Sioux were forced that same year to cede the Black Hills. The tribe was divided and placed on six different reservations. The BIA then banned the new, messianic Ghost Dance religion. The Sioux resisted this, too, and a violent overreaction by military forces led to the 1890 Wounded Knee massacre of women, children, and elders. Participating soldiers were awarded medals (Utter, 1993).

4. Assimilation and Allotment (1880-1930). Assimilation had always been the direction taken with American Indian people, but during this period it was especially forceful. Education was seen as the best device for this process, so in 1879 the first government boarding school was established. Thousands of American Indian children were eventually taken from their homes and moved to these distant military-style schools, where they were forced to cut their long hair, speak only English, and give up tribal practices. The children were pressured to think, behave, dress, and speak like White Americans. Many suffered terribly, and their suffering often continued when they returned to their home communities and found they no longer fit comfortably there (Reyhner & Eder, 1989).

This was also the era of assault on traditional tribal methods of governance. The Bureau of Indian Affairs (BIA) established judicial and law enforcement systems under its own control and banned anything traditional: "feasts, languages, certain marriage practices, dances, and any practices by medicine or religious persons" (Utter, 1993, p. 251).

This was an economically difficult time for many Indian tribes, because the reservation system deprived them of traditional means of subsistence, such as hunting and gathering. On top of this, European and other buffalo hunters had been recklessly killing millions of bison as well as other wildlife, greatly reducing these food sources. Tribes grew increasingly dependent on the BIA for economic support. .

The General Allotment Act of 1887, also known as the Dawes Act, was another cruel blow. This legislation required that land held in common by tribes be divided into 80- to 160-acre parcels, with any remaining land made available for sale to White



homesteaders. The federal government held the proceeds in trust (Utter, 1993). Although allotment was presented as a way to make American Indian people more industrious and self-sufficient, by making them individual property owners and farmers, it was also a way to take more Indian land. Farming was strange and unfamiliar to people used to hunting and gathering. Impoverished, many were forced to sell their property to White settlers or lost it to foreclosure for not paying state taxes. By 1935, when the allotment system was abolished, only 50 million acres remained of 140 million acres collectively owned by tribes in 1887 (Pevar, 1992, p. 5).

Some Indian people organized to demand citizenship. The right of American Indian people to vote was recognized in 1924. American Indian leaders also challenged allotment procedures and treaty failures. Many Non-Indians joined in the protest of allotment, not because it was assimilationist, but because it was an economic failure. A 1928 study commissioned by the government, the Meriam Report, listed horrendous problems in Indian country--high death rates, high infant mortality, extremely inadequate housing, low income, widespread health problems, and poor education. The report called for less federal involvement and more state action (Utter, 1993).

5. Indian Reorganization (1930-1945). The Indian Reorganization Act, passed in 1934 under President Franklin D. Roosevelt, continued the federal commitment to assimilation of Indian people. This time, however, the goal was to use tribal traditions and institutions as a bridge to assimilation. The Indian Reorganization Act stopped allotment, promoted economic development, and reorganized tribal governments to look more like Non-Indian governing systems. Besides giving Indian tribes the right to govern themselves, develop constitutions, and form tribal corporations, the Indian

Reorganization Act stopped the loss of tribal lands, provided some loans for college expenses, and affirmed treaty-based rights to self-government in education. As a result, many community-based schools that also served as community service centers were developed. A beginning effort was made to train some Indian people to be teachers. The Johnson-O'Malley Act of 1934 encouraged federal and state cooperation in assistance to American Indian people, especially in education (Carnegie Foundation for the Advancement of Teaching, 1989).

World War II marked the end of this period of economic improvement (Pevar, 1992), but one lasting outcome was a growing realization by many that culture and self-determination were critically important to successful Indian education (Carnegie Foundation for the Advancement of Teaching, 1989). The National Congress of American Indians, an advocacy group run by American Indian people, was founded in 1944.

6. The Termination Period (1945-1960). A 1943 Senate investigation of Indian living conditions triggered an abrupt change in the direction of federal policy. The investigation blamed the BIA and the federal government for excessive bureaucracy, financial loss, and failure in achieving assimilation. A policy decision was made to lessen federal expenses by ending assistance to tribes that were deemed no longer in need of government assistance. Over 100 tribes were "terminated" (Pevar, 1992). These tribes lost federal benefits, support services, and their reservations. Over 12,000 individuals lost their status as enrolled tribal members (Utter, 1993). The result was a disastrous increase in unemployment and decrease in educational opportunities. Each terminated tribe had to distribute communal lands and property to members and dissolve its

government. Another land grab ensued, as approximately 133 different bills were introduced in Congress to permit sale of Indian trust lands to Non-Indians (Carnegie Foundation for the Advancement of Teaching, 1989).

Two other policy changes impacted American Indian people during this era: Public Law 83-280 (known as P.L. 280) and the policy of relocation. P.L. 280, another attempt to lessen federal bureaucracy, gave states the right to assume all criminal and some civil jurisdiction over reservations (Pevar, 1992; Utter, 1993). Relocation, an assimilationist policy based on the belief that Indian people needed to become more independent of their tribes and reservations, promised employment, better housing, and education if people would move to urban areas. The promises were for the most part not kept, and great hardship resulted. Thousands of American Indian people in urban areas found themselves without a cultural base and their children pushed by the schools to assimilate (Carnegie Foundation for the Advancement of Teaching, 1989). Many returned to their home reservations.

A few positive developments in education occurred in the 1950s. Some scholarship funds were made available to Indian students, for example, and a few early undergraduate and graduate courses in Indian education were developed (Reyhner & Eder, 1989).

7. Self-Determination: Post-1960. Civil rights activities of the fifties, sixties, and seventies greatly helped bring attention to American Indian concerns, as Indian activists challenged assimilationist policies and leanings. When President John F. Kennedy took office in 1961, there were still several thousand American Indian and Alaska Native students without schools. Kennedy initiated a study in the early 1960s that brought hard

realities about educational conditions in Indian country to public attention. In response, the Elementary and Secondary Education Act of 1965 provided funds for the education of disadvantaged students (Reyhner & Eder, 1989). A pivotal policy change in relation to American Indian education was Title III of the Higher Education Act of 1965, which provided grants to schools serving minority students (Pavel, Skinner, Cahalan, Tippeconnic, & Stein, 1998; Carnegie Foundation for the Advancement of Teaching, 1989). The Indian Civil Rights Act, passed in 1968, required that states get tribal consent before assuming criminal or civil jurisdiction on Indian reservations.

President Nixon officially repudiated termination as a policy in 1968, when he reiterated the right of American Indian people to self-determination (Utter, 1993). That same year, thanks in large part to federal aid, the Navajo people in Arizona created the first tribally controlled community college (Carnegie Foundation for the Advancement of Teaching, 1989; Stein, 1988).

A wide variety of empowering legislation was passed in the 1970s: the Indian Education Act of 1972, the Indian Self-Determination and Education Assistance Act of 1975, the Indian Child Welfare Act of 1978, the American Religious Freedom Act of 1978, and the Tribally Controlled Community Colleges Assistance Act of 1978 (Pavel, Skinner, Cahalan, Tippeconnic, & Stein, 1998; Pease-Windy Boy, 1994). In the 1970s and early 1980s several Supreme Court decisions emphasized the tribes' "inherent power" of authority in several areas and the "government-to-government" relationship between federal, state, and tribal governments (Utter, 1993. p. 259). In other areas, however, the Court limited tribal authority.

As this historical overview shows, the notion of assimilating American Indians into mainstream culture has been relentless for much of United States' history. The boarding school movement, however, had two results that undermined assimilationist efforts. One was the growth of a pan-Indian movement:

The concentrating of youth from different tribes in boarding schools for years away from their home communities and [with] the requirement that they all speak English, helped create a pan-Indian movement, an intertribal identity that finally gave Columbus's inaccurate term of "Indian" some semblance of meaning. The fact that the boarding schools were coeducational also led to tribal intermarriage (Reyhner & Eder, 1989, p. 99).

Another unintended result of the boarding schools was the return to reservations of a large number of individuals who could serve as cultural mediators. Although Indian parents wanted their children raised with traditional values, many also wanted their children to understand mainstream ways. The boarding school returnees helped in this process. Some of these individuals became savvy defenders of their tribes against government policies, rather than the policy advocates the government had hoped to create (Reyhner & Eder, 1989).

The number of American Indians who have enrolled in post-secondary institutions has increased tremendously since the 1970s. Pavel, Skinner, Cahalan, Tippeconnic, & Stein (1998) provide the following data:

- Between 1976-77 and 1993-94, the number of associate's degrees conferred increased by 95 percent for Native Americans compared with 31 percent for the total population of recipients. The number of bachelor's degrees conferred increased by 86 percent for Native Americans compared with 27 percent for degree recipients overall. The number of master's degrees awarded to American Indians and Alaska Natives increased by 75 percent, and the number of first-professional degrees increased by 89 percent compared to increases of 22 percent and 18 percent, respectively, for all degree recipients (p. 4-1).

- American Indians and Alaska Natives were awarded 134 doctoral degrees in 1993-94, an increase of 41 percent from the number awarded in 1976-77. Overall, doctoral degree attainment increased by 30 percent over the same period (p. 4-1).

A growing body of literature exists concerning various aspects of Indian people's experiences in higher education (e.g., Belgarde, 1992; Harles, 1995; Melchior-Walsh, 1994; Weaselhead, 1989). Numerous studies have focused on American Indian college students (e.g., Conley, 1997; Hill, 1992; Lintner, 1989; Lutz, 1998). A small number of research projects have focused specifically on American Indian doctoral students (e.g., Ballew, 1996; Garcia, 2000; Harrison, 1997). Some studies have focused specifically on tribal college graduates (e.g., Cunningham & Redd, 2000; Monette, 1995). A few qualitative studies have examined the challenges faced by university and professional Indian women as they live in and between two cultures (e.g., Johnson, 1997; Keway, 1997; Krumm, 1997). Tribal college presidents have been the focus of several studies (e.g., Becenti, 1995; Fowler, 1992; Krumm, 1997). Some research has been done on American Indian faculty (e.g., Peterson-Hickey, 1998; Stein, 1994, 1999). Very little research has focused on tribal college faculty members (Tippeconnic & McKinney, 2003; Voorhees, 2003; Voorhees & Adams, 2004).

#### College Faculty Job Satisfaction

Numerous researchers have examined aspects of college faculty job satisfaction (e.g., Gappa, 2000; Laden & Hagedorn, 2000; Menges & Associates, 1999; Opp, 1992). Some of these scholars have focused on females (e.g., Busenberg, 1999; Iacona, 1987; Ropers-Huilman, 2000); minorities (e.g., Allen, 1988; Morel Thon, 1998; Okolo, 1993; Tack & Patitu, 1992); part-time instructors (e.g., Burke, 1989; Olson, 1996); business college faculty (e.g., Gara, 1997; Kongchan, 1985); and technical college faculty (e.g.,

Dean, 1989; Dobbins, 1996, Epps, 1995). Many focused specifically on community college instructors (e.g., Bruner, 1993; Chung, 1989; Eaton, 1998). Some examined the relation of faculty stress to job satisfaction (Baltimore, 1991; Cassara, 1983).

Many researchers used theories developed in the American business world, because job satisfaction and employee motivation have long been topics of organizational research. One of the most popular models has been Herzberg's (1959, 2002) theory of motivation. Herzberg, a psychologist, popularized a two-factor theory of job satisfaction. The two factors were "motivators," which he believed lead to long-term job satisfaction, and "hygienes," which provide the context for job satisfaction. If not provided adequately, hygienes lead to job dissatisfaction, Herzberg said, but hygienes are not in themselves sources of long-term job satisfaction. Herzberg found the following aspects of employment to be motivators: achievement, recognition, the work itself, responsibility, advancement, and growth. He believed the following were hygienes: company policy and administration, supervision, relationship with supervisor, work conditions, salary, relationships with peers, personal life, relationship with subordinates, status, and security (Herzberg, 1959, 2002; Gawel, 1997).

Several studies of college faculty job satisfaction have used Herzberg's model as a theoretical basis (e.g., Eimers, 1993; Geiger, 2002; Lundblad, 1994; St. Charles, 2002). Many found that the hard distinction Herzberg drew between motivators and hygienes did not hold up; that is, some of Herzberg's hygienes proved at times to be motivators (e.g., Hurley, 1995; Lacewell, 1983; Olanrewaju, 2002).

Tutor (1986) found this to be the case in a study of elementary and high school teachers. He wondered how Herzberg's two-factor theory would transfer from the world

of business to the world of public education. He discovered some similarities, but he concluded that salary was a strong motivator for the teachers, rather than a hygiene, as defined by Herzberg (Gawel, 1997). Tutor's research also caused him to question Maslow's (1954, 1970) hierarchy of needs, another widely cited theory in business literature related to job satisfaction. Tutor found that the educators needed to meet self-actualization needs prior to esteem needs, a reversal of Maslow's theory. In fact, for the educators, esteem appeared to be a result of self-actualization. After reviewing Tutor's research, Gawel (1997) concluded the following: "These findings may begin to explain why good teachers are being lost to other, higher paying positions and to help administrators focus more closely on the esteem needs of teachers, individually and collectively" (para 13).

After an extensive review of job satisfaction literature, Hagedorn (2000) developed a new conceptual framework for college faculty job satisfaction. She posited two interacting constructs that affect job satisfaction: "triggers" and "mediators." She defined a trigger as "a significant life event that may be either related or unrelated to the job" (p.6), and mediators as "situations, developments, and extenuating circumstances that provide the context in which job satisfaction must be considered" (pp. 6-7). She identified six types of triggers:

- (1) change in life stage,
- (2) change in family-related or personal circumstances (for example, birth, death, divorce, illness of self or significant other),
- (3) change in rank or tenure,
- (4) transfer to a new institution,



- (5) change in perceived justice, and
- (6) change in mood or emotional state (p 7).

Hagedorn identified three types of mediators: (1) motivators and hygienes, (2) demographics, and (3) environmental conditions. Motivators and hygienes in this model included Herzberg's motivators (achievement, recognition, the work itself, responsibility, and advancement) and one of his hygienes, salary: "Thus, when a worker feels a high level of achievement, is intensely involved, and is appropriately compensated by recognition, responsibility, and salary, job satisfaction is enhanced and job dissatisfaction is decreased" (Hagedorn, 2000, p. 8).

Hagedorn's second group of mediators, demographics, included gender, ethnicity, institutional type, and academic discipline. She thought demographics were the only stable mediator, because they generally stay the same throughout one's work life.

In a review of the job satisfaction literature related to college faculty, Hagedorn found gender to be the most researched demographic factor. Most of the studies found males more satisfied with salary and benefits. Many women reported having to deal with sexual discrimination, which negatively affected job satisfaction (Hagedorn, 2000).

Hagedorn found that literature related to ethnicity and job satisfaction showed varied results, with race-related stressors a frequent experience. The degree of stress varied depending on many factors, including the racial characteristics of others in the workplace and "the level of distinctiveness and interpretation of token status experienced by the worker" (p. 8). Hagedorn theorized that discrimination may cause both women and people of color to become dissatisfied and leave employment.

Hagedorn's two other demographics were institutional type and academic discipline. She included them because both categories represent different kinds of demands on faculty members.

Hagedorn's third group of mediators, environmental conditions, included relationships with administrators, colleagues, students, and workplace conditions. Hagedorn did not include stress as an environmental condition, because stress can result from all of the mediators and triggers (Hagedorn, 2000).

Hagedorn's model includes a "job satisfaction continuum" which ranges from "disengagement" (least satisfied), through "acceptance/tolerance" (middle of continuum), to "appreciation of job, actively engaged in work" (most satisfied) (Hagedorn, 2000, p. 7). Triggers and mediators combine in countless ways to determine where a person is on the continuum at any given time.

Hagedorn believes her model explains much of the variance in faculty job satisfaction. She has found the strongest mediators to be "the work itself, salary, relationship with administration, student quality and relationship, and institutional climate and culture" (p. 13). Trigger variables were a little less clear, but "certainly evident" (p. 14):

It appears that on average, job satisfaction increases with advanced life stages and can be affected by family-related circumstances[,] with married faculty reporting higher levels of job satisfaction than either their single or divorced counterparts. Also, those who recently changed rank or moved to a new institution reported lower levels of job satisfaction, thus supplying some evidence that change may affect job satisfaction negatively. Finally, those faculty who perceived a high level of justice within their institutions reported much higher levels of job satisfaction than those whose perceptions of justice were low (Hagedorn, 2000, p. 14).

### **CHAPTER THREE: METHOD**

This study used a mixed research design. A survey instrument was used to gather data to determine (1) whether job satisfaction characteristics of full-time instructors at Montana tribal colleges were similar to those described in a 2003 nation-wide study of full-time faculty members at all tribal colleges, and (2) whether levels of job satisfaction within Montana's full-time tribal college faculty differed when compared by Indian/Non-Indian identity, gender, age, salary, and years of full-time teaching at their respective colleges. This research was given Institutional Review Board approval from the University of Montana.

#### **Research Participants**

Research participants were full-time faculty members at the seven Montana tribal colleges during fall of 2004. In August 2004 the colleges provided the researcher with lists of the names and e-mail addresses of full-time faculty members with e-mail access. Of the 131 names received, the researcher e-mailed 112 survey invitations. Seventy-two instructors completed the survey, a 64% response rate.

The 72 instructors represented 55% of the 131 names received. The researcher learned when making follow-up calls in April 2005, however, that there had actually been 137 full-time faculty members in fall of 2004. The 72 respondents therefore actually represented 53% of the total number of full-time instructors.

The 72 instructors who completed the survey included 25 American Indian instructors (35% of respondents) and 47 Non-Indian instructors (65% of respondents).

Those who completed the survey included 34 males (47% of respondents) and 38 females (53% of respondents).

Twenty-one of the American Indian respondents (29% of total respondents) identified themselves as enrolled tribal members. Of the individuals who listed themselves as "more distant descendant" (rather than "enrolled" or "child or grandchild of enrolled tribal members"), those who listed only "European American" as their ethnic identity were treated as Non-Indian for the purposes of this study. Those who listed both "American Indian" and "European American" were treated as American Indian for the purposes of this study.

The respondents identified their primary areas of teaching. Of the 72, 54 taught in academic areas, 2 taught specifically in cultural areas, 4 taught in remedial areas, and 12 taught in vocational areas.

The 25 Montana instructors who did not receive surveys included the researcher herself, several new instructors who had not yet been given e-mail addresses, a small number of instructors who did not have e-mail addresses, 2 whose e-mail addresses did not function, and 6 whose names were not on the lists received by the researcher.

### Survey Instrument

The survey instrument (Appendix A) gathered demographic data and assessed job satisfaction in several areas. The instrument was modeled after one used by Voorhees (2003), although the researcher expanded and modified it based on recommendations from the dissertation committee and University of Montana Institutional Review Board chairperson. The instrument was further modified when two former Montana tribal college instructors, one American Indian and one Non-Indian, completed a pilot survey

and made recommendations for change. When the researcher entered the survey onto the survey website, need for additional modifications became apparent.

The survey instrument was distributed through an Internet survey site, SurveyMonkey.com. This was the same Internet survey site used for the Voorhees (2003) study.

### Research Process

After developing an initial draft of the survey, the researcher wrote a cover letter to send to the tribal college presidents (Appendix B) and met with Dr. Joseph McDonald, President of Salish Kootenai College. Dr. McDonald offered advice on the cover letter and wrote a companion cover letter (Appendix C) to encourage the other college presidents to support the research.

In early August 2004 the researcher sent the proposed survey and the two letters to the other six Montana tribal college presidents, with copies to all academic deans/vice presidents. The letters informed the administrators of the survey, asked them to encourage faculty participation, and requested a list of faculty e-mail addresses. A week later, the researcher placed follow-up phone calls to the presidents to inquire about the best time to send the surveys during fall quarter, 2004, and to again request faculty e-mail addresses. A second letter (Appendix D) was sent to the college presidents and academic vice presidents in early September, to inform them of survey modifications.

Ten days prior to sending the survey invitations to the faculty members, the researcher e-mailed the instructors an introductory letter (Appendix E) to let them know a survey invitation would be forthcoming. The survey invitation (Appendix F), which included a link to the survey website, was sent on October 20, 2004. A reminder that the

survey site would soon close (Appendix G) was sent November 4, 2004. Another final reminder (Appendix H) was sent four days later. The survey closed on November 15, 2004.

### Research Design

Survey results were analyzed using three different approaches:

- Descriptive statistics on specific variables were directly compared with descriptive statistics on similar variables from the Voorhees study (2003).
- Paired-sample t-tests were used to identify whether there were significant differences in job satisfaction within the Montana tribal college faculty.

Comparisons were made between American Indian and Non-Indian instructors; male and female instructors; instructors who were under 47 years old and those 47 and older; instructors making \$35,000 per year or less and those making more; and instructors employed full-time by their respective colleges for up to 7 years and those employed longer. The latter three groupings were divided based on the median number of respondents in each category.

- A qualitative theme analysis was conducted on responses to open-ended survey questions.

### Confidentiality

Confidentiality was addressed by assuring the faculty members that the survey site was secure and encrypted, that their individual survey responses would not be disclosed to the tribal colleges or to any individual or group, and that the survey responses would be discussed only in the aggregate, not by individual campus. Although a misunderstanding caused the researcher to believe that the survey website would

withhold the names and colleges of respondents when it sent survey results, it turned out this service was not available. The researcher therefore removed all identifying information before reviewing any of the individual results, thereby remaining blind to respondent identity.

#### Delimitations

The survey was sent only to full-time faculty members at Montana tribal colleges. It was sent only to those with e-mail addresses provided by their respective colleges.

#### Limitations

The study represented only faculty members who worked full time at tribal colleges in Montana in fall of 2004. Their perceptions may have differed from part-time faculty or faculty at tribal colleges in other states.

The survey invitations were not sent to 25 (19%) of the target population. The perceptions of those individuals may have differed from those who received invitations.

The survey was sent only to instructors with e-mail addresses provided by college administrators. This decision was based on a personal communication with Richard Voorhees, who said he got a poor response with paper surveys, but quickly got a useable response when he sent e-mail invitations (R. Voorhees, personal communication, May 20, 2004). The perceptions of instructors without e-mail addresses may have differed from those with e-mail addresses, however.

Of the instructors who received survey invitations, the survey results reflected only those instructors who responded and completed the survey. Their perceptions may have differed from those who did not choose to respond or who did not complete the survey.

The researcher is a long-time employee at the largest of the Montana tribal colleges, Salish Kootenai College. This may have affected the responses and the response rate. In addition, it is not possible to know how the gender and ethnicity (Non-Indian) of the researcher affected the response rate.

Although every effort was made to ensure confidentiality, the subject population was relatively small. For this reason the participants may have been unwilling to share some important information.



## CHAPTER FOUR: RESULTS

As previously mentioned, this study was designed to compare job satisfaction characteristics identified by a nation-wide survey of full-time tribal college faculty members (Voorhees, 2003) with job satisfaction characteristics identified by the present study of Montana tribal college faculty members, and to compare job satisfaction levels within the Montana faculty in relation to Indian/Non-Indian identity, gender, age, salary, and length of employment at the tribal college. Survey results were analyzed using three different approaches:

- Descriptive statistics were used to compare specific job satisfaction variables in the two studies.
- Paired-sample t-tests were used to identify significant differences in job satisfaction within the Montana faculty.
- A qualitative theme analysis was conducted on responses to open-ended survey questions.

### Comparison with the Voorhees (2003) Study

This chapter will review the results of each of these approaches. The comparison with the Voorhees study will look at two primary areas: reasons for teaching at the tribal colleges and areas of greatest job satisfaction and dissatisfaction.

#### *Reasons I Teach: Comparison With The Voorhees Study*

The Voorhees (2003) study of all full-time tribal college faculty members drew a 38% response rate. Thirty-seven per cent of respondents were American Indian faculty members and 63% were Non-Indians. The Montana study drew a 64% response rate. Thirty-five per cent were American Indian faculty members and 65% were Non-Indians. (See Table 4-1.)

Table 4-1: Survey Response Rate

Survey Response Rates	Total possible	Total surveys sent	Total survey respondents/ response rate	American Indian respondents	Non-Indian respondents
Montana Survey, 2004	137 full-time faculty*	112	72 (64% of 112)	25 (35% of 72)	47 (65% of 72)
Voorhees Survey of all tribal colleges, 2003	437 full-time faculty**	**	166 (38% of 437)	61 (37% of 166)	105 (63% of 166)

\*Voorhees got this number from the Fall 1997 NCES Integrated Postsecondary Data System's Fall Staff Survey, which was at that time the "last known reference point for the total number of TCU faculty and staff although it is incomplete with respect to the number of respondent institutions" (Voorhees, 2003, p. 1).

\*\* Voorhees' survey invitations went to academic deans/vice presidents, who relayed them to the faculty members. (Voorhees, personal communication, April 24, 2005).

Table 4-2 shows responses to three questions related to faculty members' reasons for teaching at their respective tribal colleges. Two of the questions ("reasons I came," "reasons I stay") were on the Montana survey. One of the questions was on the Voorhees (2003) survey ("what brought me here").

Table 4-2: Reasons I Teach at This Tribal College, Comparison Table

Reasons I Teach at This Tribal College	Montana full-time Tribal College Faculty, Fall 2004			Voorhees Survey of All Full-time Tribal College Faculty, 2003			Montana full-time Tribal College Faculty, Fall 2004		
	Reasons I Came			What Brought Me Here			Reasons I Stay		
	AI	NI	Total	AI	NI	Total	AI	NI	Total
Challenge	48.0%	53.2%	51.4%	42.9%	45.6%	42.3%	36%	55.30%	48.60%
Grew up here	56.0%	10.6%	26.4%	46.4%	13.6%	23.8%	56%	14.90%	29.20%
To make a difference in the lives of others	68.0%	53.2%	58.3%	78.6%	64.1%	65.5%	72%	83.00%	79.20%
Job opportunities for my spouse or partner	12.0%	27.7%	22.2%	5.4%	9.7%	7.7%	16%	29.80%	25%
I was recruited for this position	48.0%	34.0%	38.9%	48.2%	31.1%	35.1%	20%	8.50%	12.50%
Other faculty positions weren't available elsewhere	12.0%	14.9%	13.9%	0.0%	7.8%	4.8%	12%	10.60%	11.10%
Job security	16.0%	4.3%	8.3%	19.6%	5.8%	10.1%	24%	25.50%	25%
Wanted to teach American Indian students	52.0%	29.8%	37.5%	73.2%	32.0%	44.0%	60%	42.60%	48.60%
No pressure to publish	4.0%	8.5%	6.9%	5.4%	10.7%	8.3%	20%	34.00%	29.20%
Wanted to conduct research in this location	12.0%	8.5%	9.7%	7.1%	15.5%	11.9%	20%	34.00%	29.20%
Good geographic location	24.0%	51.1%	41.7%	16.1%	43.7%	32.1%	24%	17.00%	19.40%
Good environment/schools for my children	12.0%	10.6%	11.1%	8.9%	10.7%	9.5%	40%	59.60%	52.80%
Good instructional facilities and equipment	20.0%	10.6%	13.9%	12.5%	17.5%	14.9%	24%	17.00%	19.40%
Good salary and benefits	8.0%	14.9%	12.5%	Not included in Voorhees Survey.			24%	21.30%	22.20%
Wanted this area & this was the only college	32.0%	25.5%	27.8%				44%	36.20%	38.90%
Cultural diversity	32.0%	36.2%	34.7%				48%	57.40%	54.20%
Other	Not included			28.6%	31.1%	28.6%	Not included		

Each of the columns in the above table was put into an individual table (see below) to show how the different groups ranked the various reasons. Table 4-3, Table 4-6, and Table 4-9 display rankings of group means of American Indian faculty members. Table 4-4, Table 4-7, and Table 4-10 display rankings of group means of Non-Indian faculty members. Table 4-5, Table 4-8, and Table 4-11 display rankings of group means of combined American Indian and Non-Indian faculty members.

Table 4-3: Reasons I Came: American Indian Faculty, Montana

Rank	Reasons I Came American Indian Full-time Faculty Responses Montana Tribal Colleges, 2004	
		%
1	To make a difference in the lives of others	68.0%
2	Grew up here	56.0%
3	Wanted to teach American Indian students	52.0%
4	Challenge	48.0%
4	I was recruited for this position	48.0%
5	Wanted this area & this was the only college	32.0%
5	Cultural diversity	32.0%
6	Good geographic location	24.0%
7	Good instructional facilities and equipment	20.0%
8	Job security	16.0%
9	Job opportunities for my spouse or partner	12.0%
10	Other faculty positions weren't available elsewhere	12.0%
10	Wanted to conduct research in this location	12.0%
10	Good environment/schools for my children	12.0%
10	Good salary and benefits	8.0%
11	No pressure to publish	4.0%
	Other	Not used

Table 4-4: Reasons I Came: Non-Indian Faculty, Montana

Rank	Reasons I Came Non- Indian Full-time Faculty Responses Montana Tribal Colleges, 2004	
		%
1	Challenge	53.2%
1	To make a difference in the lives of others	53.2%
2	Good geographic location	51.1%
3	Cultural diversity	36.2%
4	I was recruited for this position	34.0%
5	Wanted to teach American Indian students	29.8%
6	Job opportunities for my spouse or partner	27.7%
7	Wanted this area & this was the only college	25.5%
8	Other faculty positions weren't available elsewhere	14.9%
8	Good salary and benefits	14.9%
9	Grew up here	10.6%
9	Good environment/schools for my children	10.6%
9	Good instructional facilities and equipment	10.6%
10	No pressure to publish	8.5%
10	Wanted to conduct research in this location	8.5%
11	Job security	4.3%
	Other	Not used

Table 4-5: Reasons I Came: Combined Faculty, Montana

Rank	Reasons I Came	%
	Combined Full-time Faculty Responses Montana Tribal Colleges, 2004	
1	To make a difference in the lives of others	58.3%
2	Challenge	51.4%
3	Good geographic location	41.7%
4	I was recruited for this position	38.9%
5	Wanted to teach American Indian students	37.5%
6	Cultural diversity	34.7%
7	Wanted this area & this was the only college	27.8%
8	Grew up here	26.4%
9	Job opportunities for my spouse or partner	22.2%
10	Other faculty positions weren't available elsewhere	13.9%
11	Good instructional facilities and equipment	13.9%
12	Good salary and benefits	12.5%
13	Good environment/schools for my children	11.1%
14	Wanted to conduct research in this location	9.7%
15	Job security	8.3%
16	No pressure to publish	6.9%
	Other	Not used

Table 4-6: Reasons I Stay: American Indian Faculty, Montana

Rank	Reasons I Stay American Indian Full-time Faculty Responses Montana Tribal Colleges	
		%
1	To make a difference in the lives of others	72%
2	Wanted to teach American Indian students	60%
3	Grew up here	56%
4	Cultural diversity	48%
5	Wanted this area & this was the only college	44%
6	Good environment/schools for my children	40%
7	Challenge	36%
8	Job security	24%
8	Good geographic location	24%
8	Good instructional facilities and equipment	24%
8	Good salary and benefits	24%
9	I was recruited for this position	20%
9	No pressure to publish	20%
9	Wanted to conduct research in this location	20%
10	Job opportunities for my spouse or partner	16%
11	Other faculty positions weren't available elsewhere	12%
N/A	Other	Not Used

Table 4-7: Reasons I Stay, Non-Indian Faculty, Montana

Rank	Reasons I Stay	%
	Non-Indian Full-time Faculty Responses Montana Tribal Colleges	
1	To make a difference in the lives of others	83%
2	Good environment/schools for my children	59%
3	Cultural diversity	57.4%
4	Challenge	55.3%
5	Wanted to teach American Indian students	42.6%
6	Wanted this area & this was the only college	36.2%
7	No pressure to publish	34%
7	Wanted to conduct research in this location	34%
8	Job opportunities for my spouse or partner	29.8%
9	Job security	25.5%
10	Good salary and benefits	21.3%
11	Good geographic location	17%
11	Good instructional facilities and equipment	17%
12	Grew up here	14.9%
13	Other faculty positions weren't available elsewhere	10.6%
14	I was recruited for this position	8.5%
NA	Other	Not used



Table 4-8: Reasons I Stay, Combined Faculty, Montana

Rank	Reasons I Stay	
	Full-time Faculty Combined Responses	%
	Montana Tribal Colleges, 2004	
1	To make a difference in the lives of others	79.2%
2	Cultural diversity	54.2%
3	Good environment/schools for my children	52.8%
4	Challenge	48.6%
4	Wanted to teach American Indian students	48.6%
5	Wanted this area & this was the only college	38.9%
6	Grew up here	29.2%
6	No pressure to publish	29.2%
7	Wanted to conduct research in this location	29.2%
8	Job opportunities for my spouse or partner	25%
9	Job security	25%
10	Good salary and benefits	22.2%
11	Good geographic location	19.4%
11	Good instructional facilities and equipment	19.4%
12	I was recruited for this position	12.5%
13	Other faculty positions weren't available elsewhere	11.1%
NA	Other	Not used

Table 4-9: What Brought Me Here: American Indian Faculty, Voorhees Survey

Rank	What Brought Me Here	%
	American Indian Full-time Faculty Responses  Voorhees Survey of All Tribal College Faculty Members, 2003	
1	To make a difference in the lives of others	78.6%
2	Wanted to teach American Indian students	73.2%
3	I was recruited for this position	48.2%
4	Grew up here	46.4%
5	Challenge	42.9%
6	Other	28.6%
7	Job security	19.6%
8	Good geographic location	16.1%
9	Good instructional facilities and equipment	12.5%
10	Good environment/schools for my children	8.9%
11	Wanted to conduct research in this location	7.1%
12	Job opportunities for my spouse or partner	5.4%
12	No pressure to publish	5.4%
13	Other faculty positions weren't available elsewhere	0.0%
NA	Cultural diversity	Not used
NA	Good salary and benefits	Not used
NA	Wanted this area & this was the only college	Not used

Table 4-10: What Brought Me Here: Non-Indian Faculty, Voorhees Survey

Rank	What Brought Me Here Non-Indian Responses Voorhees Survey of All Tribal College Faculty Members, 2003	%
1	To make a difference in the lives of others	64.1%
2	Challenge	45.6%
3	Good geographic location	43.7%
4	Wanted to teach American Indian students	32.0%
5	I was recruited for this position	31.1%
5	Other	31.1%
6	Good instructional facilities and equipment	17.5%
7	Wanted to conduct research in this location	15.5%
8	Grew up here	13.6%
9	No pressure to publish	10.7%
9	Good environment/schools for my children	10.7%
10	Job opportunities for my spouse or partner	9.7%
11	Other faculty positions weren't available elsewhere	7.8%
12	Job security	5.8%
NA	Cultural diversity	Not used
NA	Good salary and benefits	Not used
NA	Wanted this area & this was the only college	Not used

Table 4-11: What Brought Me Here: Combined Faculty Voorhees Survey

Rank	What Brought Me Here	%
	Combined Responses Full-time Faculty  Voorhees Survey of All Tribal College Faculty Members, 2003	
1	To make a difference in the lives of others	65.5%
2	Wanted to teach American Indian students	44.0%
3	Challenge	42.3%
4	I was recruited for this position	35.1%
5	Good geographic location	32.1%
6	Other	28.6%
7	Grew up here	23.8%
8	Good instructional facilities and equipment	14.9%
9	Wanted to conduct research in this location	11.9%
10	Job security	10.1%
11	Good environment/schools for my children	9.5%
12	No pressure to publish	8.3%
13	Job opportunities for my spouse or partner	7.7%
14	Other faculty positions weren't available elsewhere	4.8%
NA	Cultural diversity	Not used
NA	Good salary and benefits	Not used
NA	Wanted this area & this was the only college	Not used

### Highest-Scoring Reasons For Teaching at Tribal College

The top five responses by American Indian instructors to the "What Brought Me Here" question on the Voorhees (2003) survey (ranked by percentage) were the following:

- To make a difference in the lives of others, 78.6%
- Wanted to teach American Indian students, 73.2%
- I was recruited for this position, 48.2%
- Grew up here, 46.4%
- Challenge, 42.9%

Although positions varied, these five were also among the top five American Indian responses (by percentage) to the "Why I Came" question on the Montana survey:

- To make a difference in the lives of others, 68.0%
- Grew up here, 56.0%
- Wanted to teach American Indian students, 52.0%
- Challenge, 48.0%
- I was recruited for this position, 48.0%
- Wanted to work in this area & this was the only college, 32.0%
- Cultural diversity, 32.0%

When the question shifted to "Why I Stay," responses of the American Indian instructors shifted to the following, however:

- To make a difference in the lives of others, 72%
- Wanted to teach American Indian students, 60%
- Grew up here, 56%
- Cultural diversity, 48%
- Want to work in this area & this was the only college, 44%

"To make a difference in the lives of others," "want to teach American Indian students," and "grew up here" remained among the top five reasons for being at the tribal college. Wanting to work in the area and cultural diversity emerged as more important reasons for staying than "challenge" and "I was recruited." Interestingly, "good

environment/schools for my children" moved up, from ninth reason (12%) for coming to the tribal college, to sixth reason (40%) for staying (40%).

The top five responses by Non-Indian instructors to the "What Brought Me Here" question on the Voorhees (2003) survey (ranked by percentage) were the following:

- To make a difference in the lives of others, 64.1%
- Challenge, 45.6%
- Good geographic location, 43.7%
- Wanted to teach American Indian students, 32.0%
- I was recruited for this position, 31.1%
- Other, 31.1%

Although percentages varied, the top Montana Non-Indian responses to the "Why I Came" question included all of the same reasons except "other," which was not an option on the Montana survey:

- Challenge, 53.2%
- To make a difference in the lives of others, 53.2%
- Good geographic location, 51.1%
- Cultural diversity, 36.2%
- I was recruited for this position, 34.0%
- Wanted to teach American Indian students, 29.8%

When the question shifted to "Why I Stay," Montana's Non-Indian instructors identified the following reasons, however:

- To make a difference in the lives of others, 83%
- Good environment/schools for my children, 59%
- Cultural diversity, 57.4%
- Challenge, 55.3%
- Wanted to teach American Indian students, 42.6%

The Non-Indian instructors still listed "challenge," "to make a difference in the lives of others," and "want to work with American Indian students" among their top five reasons, but "to make a difference" had become much more important, increasing from 53.2% to 83%, and "want to teach American Indian students" had increased from 29.8%

to 42.6%. Appreciation for the challenge of the work remained the same. Appreciation for cultural diversity was still among the top reasons, but it had increased in importance as a reason (from 36.2% to 57.4%). "Good geographic location" had been displaced for another location-based reason, "good environment/schools for my children."

The top five responses by the combined American Indian/Non-Indian instructors to the "What Brought Me Here" question on the Voorhees (2003) survey (ranked by percentage) were the following:

- To make a difference in the lives of others, 65.5%
- Wanted to teach American Indian students, 44.0%
- Challenge, 42.3%
- I was recruited for this position, 35.1%
- Good geographic location, 32.1%

Although percentages varied, the top five responses of the combined Montana groups to the "Why I Came" question were identical to the top five on the Voorhees survey:

- To make a difference in the lives of others, 58.3%
- Challenge, 51.4%
- Good geographic location, 41.7%
- I was recruited for this position, 38.9%
- Wanted to teach American Indian students, 37.5%

When the question shifted to "Why I Stay," the combined Montana groups identified the following reasons:

- To make a difference in the lives of others, 79.2%
- Cultural diversity, 54.2%
- Good environment/schools for my children, 52.8%
- Challenge, 48.6%
- Want to teach American Indian students, 48.6%
- Want to live in this area and this is the only college, 38.9%

Making a difference in the lives of others remained the top reason for staying at the tribal college. Appreciation of cultural diversity had risen to become the second most

important reason for staying, however. "Good environment for my children" had risen from 11% to 52%, to become the third most important reason for staying. "Good geographic location" had been displaced by "want to work in this area and this is the only college." Wanting to teach American Indian students was still among the top five reasons, and it was valued even more than earlier in the instructors' careers, as indicated by a shift in rating from 37.5% to 48.6%. "Challenge" was still a top reason, although it had dropped a little in importance.

#### Lowest-Scoring Reasons For Teaching at Tribal College

The lowest-scoring five responses by American Indian instructors to the "What Brought Me Here" question on the Voorhees (2003) survey (ranked by percentage in descending order) were the following:

- Good instructional facilities and equipment, 12.5%
- Good environment/schools for my children, 8.9%
- Wanted to conduct research in this location, 7.1%
- Job opportunities for my spouse or partner, 5.4%
- No pressure to publish, 5.4%
- Other faculty position weren't available elsewhere, 0.0%

All of these reasons were also among the five lowest-scoring (measured by percentage in descending order) American Indian reasons given by Montana instructors for "Why I Came" question:

- Good instructional facilities and equipment, 20.0%
- Job security, 16.0%
- Job opportunities for my spouse or partner, 12.0%
- Other faculty positions weren't available elsewhere, 12.0%
- Wanted to conduct research in this location, 12.0%
- Good environment/schools for my children, 12.0%
- Good salary and benefits, 8.0% (not listed on Voorhees Survey)
- No pressure to publish, 4.0%



When the question shifted to "Why I Stay," the Montana American Indian instructors gave low points to the following (measured by percentages in descending order):

- Challenge, 36%
- Job security, 24%
- Good geographic location, 24%
- Good instructional facilities and equipment, 24%
- Good salary and benefits, 24%
- I was recruited for this position, 20%
- No pressure to publish, 20%
- Want to conduct research in this location, 20%
- Job opportunities for my spouse or partner, 16%
- Other faculty positions weren't available elsewhere, 12%

Most of the same areas remained low motivators for the Montana American Indian instructors. "Challenge" had dropped from second (on the "Why I Came" list) to sixth place as a reason for staying, however. "Good environment/schools for my children" had risen dramatically in importance as a reason for being at the tribal college, from tenth place to third place.

The lowest-scoring five responses by Non-Indian instructors to the "What Brought Me Here" question on the Voorhees (2003) survey (ranked by percentage in descending order) were the following:

- Grew up here, 13.6%
- No pressure to publish, 10.7%
- Good environment/schools for my children, 10.7%
- Job opportunities for my spouse or partner, 9.7%
- Other faculty positions weren't available elsewhere, 7.8%
- Job security, 5.8%

All of these reasons were also among the five lowest-scoring (measured by percentage in descending order) American Indian responses to the "Why I Came" question on the Montana survey:

- Job opportunities for my spouse or partner, 27.7%
- Wanted this area & this was the only college, 25.5%
- Other faculty positions weren't available elsewhere, 14.9%
- Good salary and benefits, 14.9%
- Grew up here, 10.6%
- Good environment/schools for my children, 10.6%
- Good instructional facilities and equipment, 10.6%
- No pressure to publish, 8.5%
- Wanted to conduct research in this location, 8.5%
- Job security, 4.3%

Note: Two of the items, "wanted to work in this area and this was the only college" and "good salary and benefits" were not listed on the Voorhees (2003) Survey. The other two items were, and they also ranked low on the Voorhees Survey, although not among the lowest five percentages.

When the question shifted to "Why I Stay," the Non-Indian instructors were least compelled by the following reasons (measured by percentages in descending order):

- Good salary and benefits, 21.3% (not listed on Voorhees Survey)
- Good geographic location, 17%
- Good instructional facilities and equipment, 17%
- Grew up here, 14.9%
- Other faculty positions weren't available elsewhere, 10.6%
- I was recruited for this position, 8.5%

Most of the same areas remained low motivators for the Montana American Indian instructors on the "Why I Stay" list, although a couple had shifted dramatically. "Good geographic location," which had been the third highest-ranked Non-Indian reason for working at a tribal college on the Voorhees survey, and had been the second highest reason (51.1%) listed by Montana Non-Indian instructors on the "Why I Came" question, was now in eleventh position (17.%) for Montana instructors. "I was recruited for this position" had dropped from 34% on the "Why I Came" list to 8.5% on the "Why I Stay" list.

The lowest-scoring five responses by combined American Indian and Non-Indian instructors to the "What Brought Me Here" question on the Voorhees (2003) survey (ranked by percentage in descending order) were the following:

- Job security, 10.1%
- Good environment/schools for my children, 9.5%
- No pressure to publish, 8.3%
- Job opportunities for my spouse or partner, 7.7%
- Other faculty positions weren't available elsewhere, 4.8%

All five of these reasons were among the five lowest-scoring reasons (measured by percentage in descending order) given by the combined American Indian and Non-Indian groups in Montana to the "Why I Came" question, since salary was not an option on the Voorhees survey:

- Good instructional facilities and equipment, 13.9%
- Good salary and benefits, 12.5%
- Good environment/schools for my children, 11.1%
- Wanted to conduct research in this location, 9.7%
- Job security, 8.3%
- No pressure to publish, 6.9%

When the question shifted to "Why I Stay", the combined Montana groups were least compelled by the following reasons (measured by percentages in descending order):

- Job opportunities for my spouse or partner, 25%
- Job security, 25%
- Good salary and benefits, 22.2%
- Good geographic location, 19.4%
- Good instructional facilities and equipment, 19.4%
- I was recruited for this position, 12.5%
- Other faculty positions weren't available elsewhere, 11.1%

Three of these reasons were also among the five lowest-scoring items on the Voorhees (2003) survey: "Other faculty positions" weren't available," "job security," and "job opportunities for spouse or partner." "Good salary and benefits" was not listed as an option on the Voorhees survey. "Good instructional facilities" scored low on the

Voorhees Survey, although not in the bottom five. "Good geographic location" scored higher on the Voorhees Survey (32%), as did "I was recruited for this position" (35.1%). As seen above, "good environment/schools for my children" had rated low as a reason for working at the tribal colleges in Montana when instructors first arrived, but it had risen dramatically in importance (from tenth place to third place) in current considerations.

*Job Satisfaction: Comparisons With Voorhees Survey*

The Voorhees study (2003) assessed job satisfaction related to 15 areas, 13 of which were also included in the Montana survey. The two items not included were "quality of students" and "effectiveness of faculty leadership." For purposes of comparison with these two items, Table 4-12 shows group means for the following items listed on the Montana survey: "effectiveness of faculty leadership, academic dean/vice president," "effectiveness of faculty leadership, departmental," "academic motivation of students," "academic performance of students," "academic preparedness of students," and "classroom behavior of students."

Direct comparisons cannot be made, even on the same items, because the two surveys used different measures of assessment. Voorhees (2003) used a four-point Likert scale (very dissatisfied, dissatisfied, satisfied, and very satisfied). The Montana survey used a five-point Likert scale (very dissatisfied, somewhat dissatisfied, neutral, somewhat satisfied, very satisfied).

Table 4-12: Job Satisfaction Rates, Voorhees Study And Montana Study

<b>JOB SATISFACTION RATES, VOORHEES STUDY (2003) AND MONTANA STUDY</b>	<b>American Indian Faculty, Voorhees Survey, Satisfied and very satisfied (3 &amp; 4 on 4-point scale)</b>	<b>American Indian faculty, Montana tribal colleges Somewhat and very satisfied, (4 &amp; 5 on 5-point scale)</b>	<b>Non-Indian Faculty, Voorhees Survey, Satisfied and very satisfied (3 &amp; 4 on 4-point scale) (Voorhees, personal communication)</b>	<b>Non-Indian faculty Montana Tribal Colleges Somewhat and very satisfied, (4 &amp; 5 on 5-point scale)</b>	<b>Combined Tribal College Faculty, Voorhees Survey, Satisfied and very satisfied (3 &amp; 4 on 4-point scale)</b>	<b>Combined faculty, Montana tribal college faculty Somewhat and very satisfied, (4 &amp; 5 on 5-point scale)</b>
Authority, course content	98.2%	92%	81.8%	91.5%	87.3%	91.7
Authority, what to teach	89.3%	76%	74.5%	78.8%	79.5%	77.8
Benefits	71.4%	32%	45.5%	57.4%	74.0%	48.6
Effectiveness of faculty leadership	62.5%	See 2 two items below.	48.2%	See next 2 items.	54.2%	See next 2 items.
Effectiveness of faculty leadership, dept.	Not included	56%	Not included	46.8%	Not included	50
Effectiveness of faculty leadership, academic dean/vice pres.	Not included	32%	Not included	55.3%	Not included	47.2%
Freedom to do outside consulting	75.0%	70.8%	48.2%	52.7%	57.2%	60.0%
Job security	73.2%	44%	48.2%	38.3%	56.6%	40.3%
Opportunity for advancement	67.9%	20.9%	44.5%	29.5%	52.4%	26.5%
Overall job satisfaction	87.5%	72%	72.7%	76.6%	77.7%	75%
Quality of students	87.5%	Not included; see next 4 items.	68.2%	Not included; see next 4 items.	74.7%	Not included; see next 4 items.
Quality/academic motivation of students	Not included	44%	Not included	42.5%	Not included.	43.1%
Quality/academic performance of students	Not included	48%	Not included	51%	Not included.	50%
Quality/academic preparedness of students	Not included.	32%	Not included	25.5%	Not included	27.8%%
Quality/classroom behavior of students	Not included	76%	Not included	80.8%	Not included	79.2%
Salary	75.0%	40%	52.7%	42.5%	60.2%	41.7%
Spouse/ partner employment opportunities in this geographic area	44.6%	27.8%	38.2%	51.3%	40.4%	43.6%
Time for class preparation	76.8%	68%	61.8%	57.5%	66.9%	61.1%
Time for keeping current in my field	73.2%	36%	50.9%	34.1%	58.4%	34.7%
Time to advise students	82.1%	60%	70.0%	65.9%	74.1%	63.8%
Workload	85.7%	68%	65.5%	46.8%	72.3%	54.2%
Overall job satisfaction	87.5%	72%	72.7%	76.6%	77.7%	75%

To compare how the items in the above table were ranked by each group, each of the columns was put into an individual table. See Tables 4-13 and 4-16 for rankings by American Indian faculty members; Tables 4-14 and 4-17 for rankings by Non-Indian faculty members; and Tables 4-15 and 4-18 for rankings by the combined American Indian/Non-Indian faculty members.

Table 4-13: Job Satisfaction Ranking, American Indian Faculty, Montana

Rank	JOB SATISFACTION RANKING American Indian Full-time Faculty Montana Tribal Colleges	Somewhat or very satisfied, combined %
1	Authority, course content	92
2	Authority, what to teach	76
2	Quality/classroom behavior of students	76
3	Freedom to do outside consulting	70.8
4	Time for class preparation	68.0
4	Workload	68.0
5	Time to advise students	60.0
6	Effectiveness of faculty leadership departmental	56.0
7	Quality/academic performance of students	48.0
8	Job security	44.0
8	Quality/academic motivation of students	44.0
9	Salary	40.0
10	Time for keeping current in my field	36.0
11	Benefits	32.0
11	Effectiveness of faculty leadership, academic dean/vice president	32.0
11	Quality/academic preparedness of students	32.0
11	Spouse/ partner employment opportunities in this geographic area	27.8
13	Opportunity for advancement	20.9
N/A	Effectiveness of faculty leadership	Not incl.
N/A	Quality of students	Not incl.
	<b>Overall job satisfaction</b>	<b>72%</b>

Table 4-14: Job Satisfaction Ranking, Non-Indian Faculty, Montana

<b>Rank</b>	<b>SATISFACTION RANKING Non- Indian Full-time Faculty Montana Tribal Colleges</b>	<b>Somewhat or very satisfied, combined</b>
1	Authority, course content	91.5
2	Quality/classroom behavior of students	80.8
3	Authority, what to teach	78.8
4	Time to advise students	65.9
5	Time for class preparation	57.5
6	Benefits	57.4
7	Effectiveness of faculty leadership, academic dean/vice president	55.3
8	Freedom to do outside consulting	52.7
9	Spouse/ partner employment opportunities in this geographic area	51.3
10	Quality/academic performance of students	51
11	Effectiveness of faculty leadership, departmental	46.8
12	Workload	46.8
13	Quality/academic motivation of students	42.5
13	Salary	42.5
14	Job security	38.3
15	Time for keeping current in my field	34.1
16	Opportunity for advancement	29.5
17	Quality/academic preparedness of students	25.5
N/A	Effectiveness of faculty leadership	Not used
N/A	Quality of students	Not used
	<b>Overall job satisfaction</b>	<b>76.6%</b>



Table 4-15: Job Satisfaction Ranking, Combined Faculty, Montana

<b>Rank</b>	<b>SATISFACTION RANKING Combined American Indian and Non-Indian Full-time Faculty Montana Tribal Colleges</b>	<b>Somewhat or very satisfied, combined</b>
1	Authority, course content	91.7
2	Quality/classroom behavior of students	79.2
3	Authority, what to teach	77.8
4	Time to advise students	63.8
5	Time for class preparation	61.1
6	Freedom to do outside consulting	60
7	Workload	54.2
8	Effectiveness of faculty leadership, Departmental	50
8	Quality/academic performance of students	50
9	Benefits	48.6
10	Effectiveness of faculty leadership, academic dean/vice president	47.2
11	Spouse/ partner employment opportunities in this geographic area	43.6
11	Quality/academic motivation of students	43.1
12	Salary	41.7
13	Job security	40.3
14	Time for keeping current in my field	34.7
15	Quality/academic preparedness of students	27.8
16	Opportunity for advancement	26.5
N/A	Effectiveness of faculty leadership	Not used
N/A	Quality of students	Not used
	<b>Overall job satisfaction</b>	<b>75%</b>

Table 4-16: Job Satisfaction Ranking, American Indian Faculty, Voorhees Survey

<b>Rank</b>	<b>SATISFACTION RANKING American Indian Full-time Faculty Voorhees Survey (2003)</b>	<b>Somewhat or very satisfied, combined</b>
1	Authority, course content	98.2%
2	Authority, what to teach	89.3%
3	Quality of students	87.5%
4	Workload	85.7%
5	Time to advise students	82.1%
6	Time for class preparation	76.8%
7	Freedom to do outside consulting	75.0%
8	Salary	75.0%
9	Time for keeping current in my field	73.2%
9	Job security	73.2%
10	Benefits	71.4%
11	Opportunity for advancement	67.9%
12	Effectiveness of faculty leadership	62.5%
13	Spouse/ partner employment opportunities in this geographic area	44.6%
N/A	Effectiveness of faculty leadership, departmental	Not used
N/A	Effectiveness of faculty leadership academic dean/vice president	Not used
N/A	Quality/academic motivation of students	Not used
N/A	Quality/academic performance of students	Not used
N/A	Quality/academic preparedness of students	Not used
N/A	Quality/classroom behavior of students	Not used
	<b>Overall job satisfaction</b>	<b>87.5%</b>

Table 4-17: Job Satisfaction Ranking, Non-Indian Faculty, Voorhees Survey

Rank	<b>SATISFACTION RANKING Non-Indian Full-time Faculty Voorhees Survey (2003)</b>	<b>Somewhat or very satisfied, combined %</b>
1	Authority, course content	81.8%
2	Authority, what to teach	74.5%
3	Time to advise students	70.0%
4	Quality of students	68.2%
5	Workload	65.5%
6	Time for class preparation	61.8%
7	Salary	52.7%
8	Time for keeping current in my field	50.9%
9	Effectiveness of faculty leadership	48.2%
9	Freedom to do outside consulting	48.2%
10	Job security	48.2%
11	Benefits	45.5%
12	Opportunity for advancement	44.5%
13	Spouse/ partner employment Opportunities in this geographic area	38.2%
N/A	Effectiveness of faculty leadership, dept.	Not used
N/A	Effectiveness of faculty leadership, Academic dean/vice president	Not used
N/A	Quality/academic motivation of students	Not used
N/A	Quality/academic performance of students	Not used
N/A	Quality/academic preparedness of students	Not used
N/A	Quality/classroom behavior of students	Not used
	<b>Overall job satisfaction</b>	<b>72.7%</b>

Table 4-18: Job Satisfaction Ranking, Combined Faculty, Voorhees Survey

Rank	<b>SATISFACTION RANKING Combined American Indian and Non-Indian Full-time Faculty Voorhees Survey (2003)</b>	<b>Somewhat or very satisfied, combined</b>
1	Authority, course content	87.3%
2	Authority, what to teach	79.5%
3	Quality of students	74.7%
3	Time to advise students	74.1%
4	Benefits	74.0%
5	Workload	72.3%
6	Time for class preparation	66.9%
7	Salary	60.2%
8	Time for keeping current in my field	58.4%
9	Freedom to do outside consulting	57.2%
10	Job security	56.6%
11	Effectiveness of faculty leadership	54.2%
12	Opportunity for advancement	52.4%
13	Spouse/ partner employment opportunities in this geographic area	40.4%
N/A	Effectiveness of faculty leadership, departmental	Not used
N/A	Effectiveness of faculty leadership, academic dean/vice president	Not used
N/A	Quality/academic motivation of students	Not used
N/A	Quality/academic performance of students	Not used
N/A	Quality/academic preparedness of students	Not used
N/A	Quality/classroom behavior of students	Not used
	<b>Overall job satisfaction</b>	<b>77.7%</b>

Ratings of job satisfaction by the Montana sample and the Voorhees sample show strong similarities. On both surveys, American Indian faculty members and Non-Indian faculty members rated the following as their top five areas of job satisfaction, although the order varied:

- Authority over course content
- Authority over what to teach
- Students (more on this below)
- Workload
- Time to advise students

American Indian faculty members also listed two other items in their "top five" (more than five items are listed because some shared the same ranking):

- Freedom to do outside consulting
- Time for class preparation

Areas of least job satisfaction for American Indian faculty on the Voorhees sample included the following:

- Spouse/partner employment in the area
- Effectiveness of faculty leadership
- Opportunity for advancement
- Benefits
- Job security

Areas of least job satisfaction for American Indian faculty on the Montana sample included the following, starting with the least:

- Opportunity for advancement
- Spouse/partner employment in the area
- Academic preparedness of students (not included in the Voorhees survey)
- Effectiveness of faculty leadership, academic dean/vice president
- Benefits
- Time for keeping current in my field
- Salary

This was followed closely by "salary," "academic motivation of students," and "job security." "Academic performance of students" ranked about midway on the ranking

list. Only "job security" and "opportunity for advancement" are included on both lists. On the Voorhees survey results, salary, job security, and benefits were near the 75<sup>th</sup> percentile, whereas on the Montana survey they rated much lower.

Areas of least satisfaction for Non-Indian instructors in the Voorhees survey included the following, starting with the areas of least satisfaction (the last three shared the same ranking):

- Spouse/partner employment in the area
- Opportunity for advancement
- Benefits
- Job security
- Freedom to do outside consulting

Areas of least satisfaction for Non-Indian instructors in the Montana survey included the following, starting with the areas of least satisfaction (the last three shared the same ranking):

- Academic preparedness of students (not included in the Voorhees survey)
- Opportunity for advancement
- Time for keeping current in my field
- Job security
- Salary
- Academic motivation of students (not included in the Voorhees survey)
- Workload

These were followed closely by two other items not on the Voorhees survey, "effectiveness of faculty leadership, departmental" and "academic performance of students." If all the items not included on the Voorhees survey are put aside for the purposes of comparison, the next area of dissatisfaction for Montana instructors is "spouse/partner employment in the area," which is also on the Voorhees list. The next two areas of least satisfaction on the Voorhees list are "effectiveness of faculty leadership" and "time for keeping current in my field." In other words, the two lists are

quite similar in terms of areas considered least satisfying by Non-Indian instructors, although the Montana survey also included some items that were not included as options on the Voorhees survey. The Montana instructors are clearly concerned that many students are not adequately prepared for college-level work, and this lack of preparedness affects attendance, motivation, and academic performance.

The Montana instructors' apparently greater dissatisfaction with salary and benefits deserves more exploration. It is possible that

### Paired-Sample T-Tests Of Montana Sample

Paired-sample t-tests were used to identify whether there were significant differences in job satisfaction within the Montana tribal college faculty. Using survey rankings of 1 to 5, with 1 indicating "very dissatisfied" and 5 indicating "very satisfied," comparisons of group means were made between American Indian and Non-Indian faculty members; male and female faculty members; faculty members under 47 years old and those 47 and older; faculty members making \$35,000 per year and under and those making over \$35,000 per year; and faculty members employed as full-time instructors by their respective colleges for up to 7 years and those employed longer. The latter three groups were divided based on the median number of respondents in each category. Table 4-19 shows the numbers in each group. Appendixes I through M show the group statistics for each category. Appendixes N through R show the t-test results for each category.

Table 4-19: Numbers in the Five Montana Sub-Groups

<b>Montana Tribal College Instructors by Sub-group</b>	<b>Number</b>
<i>American Indian/Non-Indian</i>	<b>72</b>
Indian	25
Non-Indian	47
<i>Gender</i>	<b>72</b>
Male	34
Female	38
<i>Age</i>	<b>72</b>
Under 47 years old	33
47 years old and older	39
<i>Salary</i>	<b>72</b>
Those making \$35,000 per year and under	34
Those making over \$35,000 per year	37
<i>Experience: Years Teaching at Present Tribal College</i>	<b>72</b>
Those employed full-time for up to 7 years	43
Those employed full-time for 7 years and over	29



### *American Indian/Non-Indian Comparisons*

Analysis of t-test outcomes comparing job satisfaction levels of American Indian instructors and Non-Indian instructors revealed significant differences in four areas, with American Indian instructors indicating less satisfaction than Non-Indian instructors in all of the areas. See Tables 4-20 through 4-23 for the cross tabs related to the four areas, which included the following:

- Benefits
- Continuing education funding
- My academic preparedness to teach the courses I teach
- Administrative commitment to college mission

**Table 4-20: American Indian/Non-Indian Cross Tabs: Benefits**

	American Indian				Non- Indian				t	df	Sig. (2-tailed)
	N	Mean	Std. Deviation	Std. Error Mean	N	Mean	Std. Deviation	Std. Error Mean			
Satisfaction with benefits	25	2.68	1.492	.298	47	3.38	1.360	1.360	-2.019	70	.047

**Table 4-21: American Indian/Non-Indian Cross Tabs: Continuing Education Funding**

	American Indian				Non- Indian				t	df	Sig. (2-tailed)
	N	Mean	Std. Deviation	Std. Error Mean	N	Mean	Std. Deviation	Std. Error Mean			
Satisfaction with continuing education funding	25	2.72	1.137	.227	45	3.38	1.267	.189	-2.157	68	.035

**Table 4-22: American Indian/Non-Indian Cross Tabs: My Academic Preparedness to Teach the Courses I Teach**

	American Indian				Non- Indian				t	df	Sig. (2-tailed)
	N	Mean	Std. Deviation	Std. Error Mean	N	Mean	Std. Deviation	Std. Error Mean			
My academic preparedness to teach courses I teach	25	3.96	.889	.178	47	4.40	.681	.099	-2.366	70	.021

Table 4-23: Indian/Non-Indian Cross Tabs: Administrative Commitment to College Mission

	American Indian				Non- Indian						
	N	Mean	Std. Deviation	Std. Error Mean	N	Mean	Std. Deviation	Std. Error Mean	t	df	Sig. (2-tailed)
Administrative commitment to college mission	25	3.28	1.308	.262	47	3.91	1.195	.174	2.077	70	.041

#### Areas of Most Satisfaction

Some satisfaction was expressed by both groups in the following areas, indicated by both groups having a group mean of 4 or above, on a scale of 1 to 5:

- Satisfaction with computer (4.36 American Indian group mean, 4.64 Non-Indian group mean)
- My authority to make decisions about course content (4.36, 4.55)
- My commitment and motivation as an instructor (4.48, 4.66)
- Classroom behavior of the students I teach (4.12, 4.02)

To a lesser degree, both groups expressed some satisfaction in the following areas, indicated by one of the groups having a mean of 4 or above, on a scale of 1 to 5:

- Satisfaction with work space (3.96 American Indian group mean, 4.26 Non-Indian group mean)
- Satisfaction with freedom to do outside consulting (4.13, 3.81)
- Degree to which I feel that I can impact departmental direction (3.72, 4.06)
- \*My academic preparedness to teach courses I teach (3.96, 4.40)
- Financial Aid office (3.92, 4.06)

\*Asterisk indicates statistically significant difference between group means.

#### Areas of Least Satisfaction

Some dissatisfaction was indicated by both groups in the following areas, indicated by both groups having group means of less than 3, on a scale of 1 to 5:

- Time available for academic interaction with faculty in other departments (2.92 American Indian group mean, 2.64 Non-Indian group mean)
- Time available for writing/publishing/presenting (2.80, 2.64)
- Academic preparedness of the students I teach (2.80, 2.40)
- Effectiveness of the faculty evaluation process (2.88, 2.81)
- Effectiveness of new faculty orientation campus-wide (2.64, 2.77)

To a lesser degree, both groups expressed some dissatisfaction with the following, indicated by one of the groups having a group mean of less than 3 on a scale of 1 to 5:

- Job security (3.44 American Indian group mean, 2.96 Non-Indian group mean)
- \*Benefits (2.68, 3.38)
- \*Satisfaction with continuing education funding (2.72, 3.38)
- Opportunity to advance (2.92, 3.05)
- Time available for departmental work (2.96, 3.04)
- Time available for professional development activities (3.08, 2.89)
- Time available for keeping informed/current in my field (3.00, 2.70)
- Academic motivation of the students I teach (3.28, 2.94)
- Effectiveness of overall college leadership (2.76, 3.28)
- Effectiveness of academic dean/vice president (2.88, 3.34)
- Effectiveness of new faculty orientation departmental (2.96, 3.21)
- Degree to which my college integrates local tribal culture into faculty development (2.88, 3.23)
- Degree to which college provides resources for integrating culture into courses (3.00, 2.68)

\* Asterisks indicate statistically significant differences between group means.

### *Gender Comparisons*

Analysis of t-test outcomes comparing job satisfaction levels of male instructors and female instructors revealed significant differences in nine areas, with men indicating less satisfaction than women in all of the areas. See Tables 4-24 through 4-32 for the cross tabs related to the nine areas, which included the following:

- Job security
- Salary
- Academic preparedness of other faculty at my tribal college
- Effectiveness of overall college leadership
- Career Center/Placement Office
- Degree to which my college campus reflects local tribal culture
- Degree to which my campus orients new faculty members to local culture
- Degree to which my college integrates local tribal culture into faculty development
- Degree to which my college integrates local tribal language

Table 4-24: Gender Cross Tabs: Job Security

	Male				Female						
	N	Mean	Std. Deviation	Std. Error Mean	N	Mean	Std. Deviation	Std. Error Mean	t	df	Sig. (2-tailed)
Job security	34	2.74	1.286	.221	38	3.47	1.447	.235	-2.277	70	.026

Table 4-25: Gender Cross Tabs: Salary

	Male				Female						
	N	Mean	Std. Deviation	Std. Error Mean	N	Mean	Std. Deviation	Std. Error Mean	t	df	Sig. (2-tailed)
Salary	34	2.62	1.206	.207	38	3.29	1.334	.216	-2.232	70	.029

Table 4-26: Gender Cross Tabs: Academic Preparedness of Other Faculty Members

	Male				Female						
	N	Mean	Std. Deviation	Std. Error Mean	N	Mean	Std. Deviation	Std. Error Mean	t	df	Sig. (2-tailed)
Academic preparedness of other faculty at my tribal college	34	3.41	.857	.147	38	3.87	.844	.137	-2.276	70	.026

Table 4-27: Effectiveness of Overall College Leadership

	Male				Female						
	N	Mean	Std. Deviation	Std. Error Mean	N	Mean	Std. Deviation	Std. Error Mean	t	df	Sig. (2-tailed)
Effectiveness of Overall College Leadership	34	2.76	1.304	.224	38	3.39	1.242	.201	-2.099	70	.039

Table 4-28: Career Center/Placement Office

	Male				Female						
	N	Mean	Std. Deviation	Std. Error Mean	N	Mean	Std. Deviation	Std. Error Mean	t	df	Sig. (2-tailed)
Career Center/Placement Office	34	3.03	1.218	.209	38	3.74	1.178	.191	2.503	70	.015

**Table 4-29: Gender Cross Tabs: Degree Campus Reflects Local Culture**

	Male				Female						
	N	Mean	Std. Deviation	Std. Error Mean	N	Mean	Std. Deviation	Std. Error Mean	t	df	Sig. (2-tailed)
Degree to which my college campus reflects local tribal culture	34	3.32	1.093	.187	38	3.92	.969	.157	-2.458	70	.016

**Table 4-30: Gender Cross Tabs: New Faculty Orientation to Local Culture**

	Male				Female						
	N	Mean	Std. Deviation	Std. Error Mean	N	Mean	Std. Deviation	Std. Error Mean	t	df	Sig. (2-tailed)
Degree to which my campus orients new faculty members to local culture	34	2.62	1.045	.179	38	3.39	1.306	.212	-2.766	70	.007

**Table 4-31: Gender Cross Tabs: Cultural Integration Into Faculty Development**

	Male				Female						
	N	Mean	Std. Deviation	Std. Error Mean	N	Mean	Std. Deviation	Std. Error Mean	t	df	Sig. (2-tailed)
Degree to which my college integrates local tribal culture into faculty development	34	2.62	1.074	.184	38	3.55	1.032	.167	-3.766	70	.000

Table 4-32: Gender Cross Tabs: Degree Campus Integrates Local Language(s)

	Male				Female				t	df	Sig. (2-tailed)
	N	Mean	Std. Deviation	Std. Error Mean	N	Mean	Std. Deviation	Std. Error Mean			
Degree to which my college integrates local tribal language	34	2.68	1.173	.201	38	3.45	.978	.159	-3.039	70	.003

#### Areas of Most Satisfaction

Some satisfaction was expressed by both gender-based groups in the following areas, indicated by both groups having a group mean of 4 or above, on a scale of 1 to 5:

- Work space (4.21 male group mean, 4.11 female group mean)
- Computer (4.53, 4.55)
- My authority to make decisions about course content (4.56, 4.42)
- My academic preparedness to teach the course I teach (4.24, 4.26)
- My commitment and motivation as an instructor (4.47, 4.71)
- Classroom behavior of the students I teach (4.12, 4.00)

To a lesser degree, the gender-based groups expressed some satisfaction in the following areas, indicated by one of the groups having a mean of 4 or above, on a scale of 1 to 5:

- Satisfaction with freedom to do outside consulting (3.86 male group mean, 4.00 female group mean)
- Degree to which I feel that I can impact departmental direction (4.06, 3.84)
- Time available for teaching (3.79, 4.00)
- Financial aid office (3.94, 4.08)

#### Areas of Least Satisfaction

Some dissatisfaction was indicated by both gender-based groups in the following areas, indicated by both groups having group means of less than 3, on a scale of 1 to 5:

- Time available for academic interaction with faculty in other departments (2.91 male group mean, 2.58 female group mean)
- Time available for keeping informed/current in my field (2.82, 2.79)

- Time available for writing/publishing/presenting (2.76, 2.63)
- Academic preparedness of the students I teach (2.29, 2.76)
- Effectiveness of the faculty evaluation process (2.88, 2.79)
- Effectiveness of new faculty orientation campus-wide (2.71, 2.74)

To a lesser degree, the gender-based groups expressed some dissatisfaction with the following, indicated by one of the groups having a group mean of less than 3 on a scale of 1 to 5:

- \*Job security (2.74 male group mean, 3.47 female group mean)
- \*Salary (2.62, 3.29)
- Benefits (2.79, 3.45)
- Opportunity to advance (2.91, 3.08)
- Time available for professional faculty development activities (3.00, 2.92)
- Academic motivation of the students I teach (2.97)
- \*Effectiveness of overall college leadership (2.76, 3.39)
- Effectiveness of academic dean/vice president (2.97, 3.37)
- \*Degree to which my campus orients new faculty members to local culture (2.62, 3.55)
- \*Degree to which my college integrates local tribal culture into faculty development (2.62, 3.55)
- \*Degree to which my college integrates local tribal language (2.68, 3.45)
- Degree to which college provides resources for integrating culture into courses (2.56, 3.00)

\* Asterisks indicate statistically significant differences between group means.

#### *Age-based Comparisons*

Analysis of t-test outcomes comparing job satisfaction levels instructors who were 47 years old and above and those under 47 years old revealed significant differences in three areas, with younger instructors indicating less satisfaction than older instructors in all of the areas. See Tables 4-33 through 4-35 for the cross tabs related to the three areas, which included the following:

- My commitment and motivation as an instructor
- Effectiveness of the academic dean/vice president
- Financial aid office

**Table 4-33: Age-based Cross Tabs: My Commitment and Motivation**

	Less than 47 years old				47 years and older						
	N	Mean	Std. Deviation	Std. Error Mean	N	Mean	Std. Deviation	Std. Error Mean	t	df	Sig. (2-tailed)
My commitment and motivation as an instructor	33	4.39	.827	.144	39	4.77	.536	.086	-2.318	70	.023

**Table 4-34: Age-based Cross Tabs: Effectiveness of Academic Dean/Vice President**

	Less than 47 years old				47 years and older						
	N	Mean	Std. Deviation	Std. Error Mean	N	Mean	Std. Deviation	Std. Error Mean	t	df	Sig. (2-tailed)
Effectiveness of the academic dean/vice president	33	2.82	1.310	.228	39	3.49	1.393	.223	-2.086	70	.041

**Table 4-35: Age-based Cross Tabs: Financial Aid Office**

	Less than 47 years old				47 years and older						
	N	Mean	Std. Deviation	Std. Error Mean	N	Mean	Std. Deviation	Std. Error Mean	t	df	Sig. (2-tailed)
Financial aid office	33	3.76	.867	.151	39	4.23	.842	.135	-2.344	70	.022

### Areas of Most Satisfaction

Some satisfaction was expressed by both age-based groups in the following areas, indicated by both groups having a group mean of 4 or above, on a scale of 1 to 5:

- Satisfaction with work space (4.06 group mean for instructors under 47 years old, 4.23 group mean for instructors age 47 and older)
- Satisfaction with computer (4.61, 4.49)
- My authority to make decisions about course content (4.52, 4.46)
- My academic preparedness to teach courses I teach (4.18, 4.31)
- \*My commitment and motivation as an instructor (4.39, 4.77)

\*Asterisk indicates statistically significant differences between group means.



To a lesser degree, the age-based groups expressed some satisfaction in the following areas, indicated by one of the groups having a mean of 4 or above, on a scale of 1 to 5:

- Satisfaction with freedom to do outside consulting (4.10 group mean for instructors under 47 years old, 3.77 group mean for instructors age 47 and older)
- My authority to decide what courses I teach (3.91, 4.00)
- Degree to which I feel that I can impact departmental direction (4.00, 3.90)
- Classroom behavior of the students I teach (3.94, 4.15)
- \*Financial Aid Office (3.76, 4.23)
- Business Office (3.55, 4.05)

\*Asterisk indicates statistically significant difference between group means.

#### Areas of Least Satisfaction

Some dissatisfaction was indicated by both groups in the following areas, indicated by both groups having group means of less than 3, on a scale of 1 to 5:

- Time available for academic interaction with faculty in other departments (2.82 group mean for instructors under 47 years old, 2.67 group mean for instructors age 47 and older)
- Time available for keeping informed/current in my field (2.64, 2.95)
- Time available for writing/publishing/presenting (2.73, 2.67)
- Academic preparedness of the students I teach (2.67, 2.44)
- Effectiveness of faculty evaluation process (2.79, 2.87)
- Effectiveness of new faculty orientation campus wide (2.85, 2.62)
- Degree to which college provides resources for integrating culture into courses (2.79, 2.79)

To a lesser degree, both age-based groups expressed some dissatisfaction with the following areas, indicated by one of the groups having a group mean of less than 3 on a scale of 1 to 5:

- Salary (3.12 group mean for instructors under 47 years old, 2.85 group mean for instructors age 47 and older)
- Benefits (2.88, 3.36)
- Continuing education funding (2.94, 3.32)
- Opportunity to advance (3.16, 2.86)
- Time available for departmental work (3.27, 2.79)
- Time available for professional development activities (3.00, 2.92)
- Effectiveness of overall college leadership (2.85, 3.31)
- \*Effectiveness of academic dean/vice president (2.82, 3.49)

- Effectiveness of new faculty orientation, departmental (3.30, 2.97)
- Degree to which my campus orients new faculty members to local culture (2.82, 3.21)
- Degree to which my college integrates local tribal culture into faculty development (2.88, 3.31)

\*Asterisk indicates statistically significant difference between group means.

### *Experience-based Comparisons*

Analysis of t-test outcomes comparing job satisfaction levels instructors who had been employed as full-time instructors by their respective colleges for over 7 years and those who had been at their respective colleges for 7 years or less revealed significant difference in one area, with those employed the shortest time indicating less satisfaction.

See Table 4-36 for the cross tabs on the following single area of significance:

- My academic preparedness to teach the courses I teach

Table 4-36: Experience-based Cross Tabs: My Academic Preparedness to Teach the Courses I Teach

	Up to 7 years at tribal college				Over 7 years at tribal college				t	df	Sig. (2-tailed)
	N	Mean	Std. Deviation	Std. Error Mean	N	Mean	Std. Deviation	Std. Error Mean			
My academic preparedness to teach the courses I teach	43	4.02	.859	.131	29	4.59	.501	.093	3.179	70	.002

### *Areas of Most Satisfaction*

Some satisfaction was expressed by both experience-based groups in the following areas, indicated by both groups having a group mean of 4 or above, on a scale of 1 to 5:

- Computer (4.44 group mean for instructors employed full-time at their respective colleges for 7 years or less; 4.69 for instructors employed over 7 years)
- My authority to make decisions about course content (4.35, 4.69)
- \*My academic preparedness to teach courses I teach (4.02, 4.59)
- My commitment and motivation as an instructor (4.51, 4.72)
- Classroom behavior of the students I teach (4.00, 4.14)

To a lesser degree, the experience-based groups expressed some satisfaction in the following areas, indicated by one of the groups having a mean of 4 or above on a scale of 1 to 5:

- Work space (3.98 group mean for instructors employed full-time at their respective colleges for 7 years or less; 4.41 group mean for instructors employed over 7 years)
- Freedom to do outside consulting (4.08, 3.68)
- My authority to decide what courses I teach (3.91, 4.03)
- Degree to which I feel that I can impact departmental direction (3.84, 4.10)
- Accessibility of college leadership (3.40, 4.00)
- Financial Aid office (3.91, 4.17)
- Business office (3.70, 4.00)

#### Areas of Least Satisfaction

Some dissatisfaction was indicated by both groups in the following areas, indicated by both groups having group means of less than 3, on a scale of 1 to 5:

- Time available for academic interaction with faculty in other departments (2.74 group mean for instructors employed full-time at their respective colleges for 7 years or less; 2.72 group mean for instructors employed over 7 years)
- Time available for keeping informed/current in my field (2.70, 2.97)
- Time available for writing/publishing/presenting (2.72, 2.66)
- Academic preparedness of the students I teach (2.51, 2.59)
- Effectiveness of faculty evaluation process (2.98, 2.62)
- Effectiveness of new faculty orientation campus wide (2.74, 2.69)
- Degree to which college provides resources for integrating culture into courses (2.91, 2.62)

To a lesser degree, the experience-based groups expressed some dissatisfaction with the following, indicated by one of the groups having a group mean of less than 3 on a scale of 1 to 5:

- Salary (2.91 group mean for instructors employed full-time at their respective colleges for 7 years or less; 3.07 group mean for instructors employed over 7 years)
- Opportunity to advance (3.07, 2.89)
- Time available for professional development activities (2.91, 3.03)
- Academic motivation of the students I teach (2.93, 3.24)

- Degree to which my campus orients new faculty members to local culture (3.16, 2.83)
- Degree to which my college integrates local tribal language (3.28, 2.79)

### *Salary-based Comparisons*

Analysis of t-test outcomes comparing job satisfaction levels of instructors who earned \$35,000 or less and those who earned more revealed significant differences in ten areas, with lower-paid instructors indicating less satisfaction in four of the areas. See Tables 4-37 through 4-40 for t-test scores on the four areas, which included the following:

- Benefits
- Computer
- Financial aid office
- Business office

**Table 4-37: Salary-based Cross Tabs: Benefits**

	\$35,000 or less				over \$35,000						
	N	Mean	Std. Deviation	Std. Error Mean	N	Mean	Std. Deviation	Std. Error Mean	t	df	Sig. (2-tailed)
Benefits	34	2.74	1.421	.244	37	3.57	1.324	.218	2.555	69	.013

**Table 4-38: Salary-based Cross Tabs: Computer**

	\$35,000 or less				over \$35,000						
	N	Mean	Std. Deviation	Std. Error Mean	N	Mean	Std. Deviation	Std. Error Mean	t	df	Sig. (2-tailed)
Computer	34	4.26	1.189	.204	37	4.78	.584	.096	2.365	69	.021

**Table 4-39: Salary-based Cross Tabs: Financial Aid Office**

	\$35,000 or less				over \$35,000						
	N	Mean	Std. Deviation	Std. Error Mean	N	Mean	Std. Deviation	Std. Error Mean	t	df	Sig. (2-tailed)
Financial aid office	34	3.76	.890	.153	37	4.22	.821	.135	2.224	69	.029

Table 4-40: Salary-based Cross Tabs: Business Office

	\$35,000 or less				over \$35,000						
	N	Mean	Std. Deviation	Std. Error Mean	N	Mean	Std. Deviation	Std. Error Mean	t	df	Sig. (2-tailed)
Business office	34	3.53	1.212	.208	37	4.16	.898	.148	2.513	69	.014

Instructors who earned over \$35,000 per year were significantly less satisfied in six of the areas. See Tables 4-41 through 4-46 for t-test scores on the six areas, which included the following

- Workload
- Time available for class preparation
- Time available for academic interaction with faculty in other departments
- Administrative commitment to college mission
- Effectiveness of faculty evaluation process
- Degree to which college provides resources for integrating culture into courses.

Table 4-41: Salary-based Cross Tabs: Workload

	\$35,000 or less				over \$35,000						
	N	Mean	Std. Deviation	Std. Error Mean	N	Mean	Std. Deviation	Std. Error Mean	t	df	Sig. (2-tailed)
Workload	34	3.82	1.086	.186	37	3.00	1.291	.212	2.895	69	.005

Table 4-42: Salary-based Cross Tabs: Time for Class Preparation

	\$35,000 or less				over \$35,000						
	N	Mean	Std. Deviation	Std. Error Mean	N	Mean	Std. Deviation	Std. Error Mean	t	df	Sig. (2-tailed)
Time available for class preparation	34	3.79	1.008	.173	37	3.24	1.211	.199	2.073	69	.042

**Table 4-43: Salary-based Cross Tabs: Time for Interaction with Other Instructors**

	\$35,000 or less				over \$35,000						
	N	Mean	Std. Deviation	Std. Error Mean	N	Mean	Std. Deviation	Std. Error Mean	t	df	Sig. (2-tailed)
Time available for academic interaction with faculty in other departments	34	3.00	.985	.169	37	2.46	.931	.153	2.378	69	.020

**Table 4-44: Salary-based Cross Tabs: Administrative Commitment to College Mission**

	\$35,000 or less				over \$35,000						
	N	Mean	Std. Deviation	Std. Error Mean	N	Mean	Std. Deviation	Std. Error Mean	t	df	Sig. (2-tailed)
Administrative commitment to college mission	34	3.41	1.258	.216	37	2.62	1.037	.170	2.015	69	.048

**Table 4-45: Salary-based Cross Tabs: Effectiveness of Faculty Evaluation Process**

	\$35,000 or less				over \$35,000						
	N	Mean	Std. Deviation	Std. Error Mean	N	Mean	Std. Deviation	Std. Error Mean	t	df	Sig. (2-tailed)
Effectiveness of faculty evaluation process	34	3.12	1.038	.178	37	2.62	1.037	.170	2.013	69	.048

**Table 4-46: Salary-based Cross Tabs: Resources for Integrating Culture**

	\$35,000 or less				over \$35,000						
	N	Mean	Std. Deviation	Std. Error Mean	N	Mean	Std. Deviation	Std. Error Mean	t	df	Sig. (2-tailed)
Degree to which college provides resources for integrating culture into courses	34	3.09	1.083	.186	37	2.57	1.015	.167	2.091	69	.040

### Areas of Most Satisfaction

Some satisfaction was expressed by both groups in the following areas, indicated by both groups having a group mean of 4 or above, on a scale of 1 to 5:

- Work space (4.12 group mean for instructors earning \$35,00 per year or less; 4.22 group mean for instructors earning over \$35,000 per year)
- \*Computer (4.26, 4.78)
- My authority to make decisions about course content (4.62, 4.38)
- My academic preparedness to teach courses I teach (4.09, 4.41)
- My commitment and motivation as an instructor (4.50, 4.68)

\*Asterisk indicates statistically significant difference between group means.

To a lesser degree, the gender-based groups expressed some satisfaction in the following areas, indicated by one of the groups having a mean of 4 or above, on a scale of 1 to 5:

- Degree to which I feel that I can impact departmental direction (4.00, group mean for instructors earning \$35,00 per year or less; 3.89 group mean for instructors earning over \$35,000 per year)
- Time available for teaching (4.09, 3.73)
- Classroom behavior of the students I teach (4.18, 3.92)
- \*Administrative commitment to college mission (3.41, 4.00)
- \*Financial Aid office (3.76, 4.22)
- \*Business office (3.53, 4.16)

\*Asterisks indicate statistically significant differences between group means.

### Areas of Least Satisfaction

Some dissatisfaction was indicated by both groups in the following areas, indicated by both groups having group means of less than 3, on a scale of 1 to 5:

- Time available for keeping informed/current in my field (2.76 group mean for those making \$35,000 per year or less; 2.84 group mean for those making more)
- Time available for writing/publishing/presenting (2.68, 2.73)
- Academic preparedness of the students I teach, and effectiveness of new faculty orientation campus-wide (2.68, 2.38)
- Effectiveness of new faculty orientation campus-wide (2.68, 2.76)

To a lesser degree, the gender-based groups expressed some dissatisfaction with the following, indicated by one of the groups having a group mean of less than 3 on a scale of 1 to 5:

- Salary (2.76 group mean for those making \$35,000 per year or less, 3.22 group mean for those making more)
- Benefits (2.74, 3.57)
- Opportunity to advance (3.06, 2.97)
- Time available for departmental work (3.21, 2.84)
- \*Time available for academic interaction with faculty in other departments (3.00, 2.46)
- Time available for professional development activities (3.06, 2.89)
- Academic motivation of the students I teach (3.29, 2.81)
- \*Administrative commitment to the college mission (3.41, 2.62)
- \*Effectiveness of faculty evaluation process (3.12, 2.62)
- Degree to which my college integrates local tribal language (3.29, 2.95)
- \*Degree to which college provides resources for integrating culture into courses (3.09, 2.57)

\*Asterisks indicate statistically significant differences between group means.

#### *Overall Combined Group Means*

Table 4-47 shows the overall mean for all survey participants. Areas of greatest overall job satisfaction are indicated in bold plain text. Areas of least overall job satisfaction are indicated in bold italics.

Table 4-47: Overall Job Satisfaction, Combined Group Means

<b>Overall Job Satisfaction</b>	<b>N</b>	<b>Mean</b>	<b>Std. Error</b>	<b>Standard Deviation</b>
Satisfaction with workload	72	3.40	.148	1.252
Satisfaction with job security	72	3.13	.167	1.414
<b><i>Satisfaction with salary</i></b>	<b>72</b>	<b>2.97</b>	<b>.154</b>	<b>1.311</b>
Satisfaction with benefits	72	3.14	.169	1.437
<b>Satisfaction with work space</b>	<b>72</b>	<b>4.15</b>	<b>.131</b>	<b>1.109</b>
<b>Satisfaction with computer</b>	<b>72</b>	<b>4.54</b>	<b>.112</b>	<b>.948</b>



Satisfaction with continuing education funding	70	3.14	.150	1.254
Satisfaction with opportunity to advance	68	3.00	.127	1.051
Satisfaction with freedom to do outside consulting	60	3.93	.132	1.023
Satisfaction with partner employment opportunities in area	55	3.40	.157	1.164
My authority to decide what courses I teach	72	3.96	.129	1.093
<b>My authority to make decisions about course content</b>	<b>72</b>	<b>4.49</b>	<b>.114</b>	<b>.964</b>
My authority to make decisions about non-educational aspects of job	72	3.36	.150	1.271
Degree to which I feel that I can impact departmental direction	72	3.94	.144	1.221
Degree to which I feel I can impact college direction	72	3.21	.152	1.288
Time available for class preparation	72	3.51	.134	1.138
Time available for teaching	72	3.90	.114	.966
Time available for advising and mentoring students	72	3.54	.137	1.162
Time available for departmental work	72	3.01	.126	1.068
<b><i>Time available for academic interaction with faculty in other departments</i></b>	<b>72</b>	<b>2.74</b>	<b>.117</b>	<b>.993</b>
<b><i>Time available for professional development activities</i></b>	<b>72</b>	<b>2.96</b>	<b>.135</b>	<b>1.144</b>
<b><i>Time available for keeping informed/current in my field</i></b>	<b>72</b>	<b>2.81</b>	<b>.139</b>	<b>1.182</b>
<b><i>Time available for writing/publishing/presenting</i></b>	<b>72</b>	<b>2.69</b>	<b>.118</b>	<b>1.002</b>

<b>My academic preparedness to teach courses I teach</b>	<b>72</b>	<b>4.25</b>	<b>.092</b>	<b>.783</b>
<b>My commitment and motivation as an instructor</b>	<b>72</b>	<b>4.60</b>	<b>.083</b>	<b>.705</b>
Academic preparedness of other faculty at my tribal college	72	3.65	.103	.875
Commitment of other faculty at my tribal college	72	3.65	.137	1.165
Degree to which I feel supported by most other faculty	72	3.82	.121	1.025
Academic preparedness of part-time faculty	72	3.35	.122	1.037
<b>Academic preparedness of the students I teach</b>	<b>72</b>	<b>2.54</b>	<b>.138</b>	<b>1.174</b>
Academic motivation of the students I teach	72	3.06	.147	1.243
Academic performance of the students I teach	72	3.21	.125	1.061
<b>Classroom behavior of the students I teach</b>	<b>72</b>	<b>4.06</b>	<b>.110</b>	<b>.933</b>
Administrative commitment to college mission	72	3.69	.149	1.263
Effectiveness of overall college leadership	72	3.10	.153	1.302
Accessibility of college leadership	72	3.64	.160	1.356
Effectiveness of academic dean	72	3.18	.163	1.387
Effectiveness of departmental leadership	72	3.44	.138	1.174
<b>Effectiveness of faculty evaluation process</b>	<b>72</b>	<b>2.83</b>	<b>.127</b>	<b>1.075</b>
<b>Effectiveness of new faculty orientation campus wide</b>	<b>72</b>	<b>2.72</b>	<b>.133</b>	<b>1.129</b>
Effectiveness of new faculty orientation departmental	72	3.12	.128	1.087
Registrar's office	72	3.75	.129	1.097

Admissions office	72	3.76	.111	.942
<b>Financial Aid office</b>	<b>72</b>	<b>4.01</b>	<b>.104</b>	<b>.880</b>
Business office	72	3.82	.135	1.142
Career Center/Placement office	72	3.40	.146	1.241
Counseling services	72	3.43	.134	1.136
Bookstore	72	3.38	.132	1.119
Janitorial-maintenance services	72	3.57	.148	1.254
Degree to which my college campus reflects local tribal culture	72	3.64	.126	1.066
Degree to which my campus orients new faculty members to local culture	72	3.03	.147	1.244
Degree to which my college integrates local tribal culture into faculty development	72	3.11	.135	1.145
Degree to which my college integrates local tribal language	72	3.08	.134	1.135
<b>Degree to which college provides resources for integrating culture into courses</b>	<b>72</b>	<b>2.79</b>	<b>.128</b>	<b>1.087</b>
Degree to which I feel able to integrate local tribal culture into my courses	72	3.40	.138	1.171
Degree to which I feel able to integrate pan-Indian cultural information into my courses	72	3.44	.125	1.060
Think it important for more AI faculty members at your college (0=no, 1=yes, 2=not sure)	72	1.12	.065	.555
Rating of overall job satisfaction	72	3.79	.140	1.186

*Summary of Areas of Most Satisfaction and Least Satisfaction*

Table 4-48 summarizes areas of most overall satisfaction. Table 4-49 summarizes areas of least overall satisfaction.

Table 4-48: Summary of Areas of Most Combined-Group Satisfaction

<b>Summary of Areas of Most Satisfaction</b>	<b>N</b>	<b>Mean</b>	<b>Std. Error</b>	<b>Standard Deviation</b>
Satisfaction with work space	72	4.15	.131	1.109
Satisfaction with computer	72	4.54	.112	.948
My authority to make decisions about course content	72	4.49	.114	.964
My academic preparedness to teach courses I teach	72	4.25	.092	.783
My commitment and motivation as an instructor	72	4.60	.083	.705
Classroom behavior of the students I teach	72	4.06	.110	.933
Financial Aid office	72	4.01	.104	.880

Table 4-49: Summary of Areas of Least Combined-Group Satisfaction

<i>Summary of Areas of Least Satisfaction</i>	N	Mean	Std. Error	Standard Deviation
<i>Satisfaction with salary</i>	72	2.97	.154	1.311
<i>Time available for academic interaction with faculty in other departments</i>	72	2.74	.117	.993
<i>Time available for professional development activities</i>	72	2.96	.135	1.144
<i>Time available for keeping informed/current in my field</i>	72	2.81	.139	1.182
<i>Time available for writing/publishing/ Presenting</i>	72	2.69	.118	1.002
<i>Academic preparedness of the students I teach</i>	72	2.54	.138	1.174
<i>Effectiveness of faculty evaluation process</i>	72	2.83	.127	1.075
<i>Effectiveness of new faculty orientation campus wide</i>	72	2.72	.133	1.129
<i>Degree to which college provides resources for integrating culture into courses</i>	72	2.79	.128	1.087

### *Overall Job Satisfaction by Gender and Ethnicity*

Table 4-50 compares the group means for American Indian instructors and Non-Indian instructors on overall job satisfaction. Table 4-51 compares the group means for male and female instructors on overall job satisfaction.

Table 4-50: Overall Job Satisfaction, American Indians and Non-Indians

Overall Job Satisfaction	N	N	Mean	Std. Deviation	Std. Error Mean
Rating of overall job satisfaction, AI/NI	1 American Indian	25	3.68	1.249	.250
	7 Non-Indian	47	3.85	1.161	.169

Table 4-51: Overall Job Satisfaction by Gender

Overall Job Satisfaction		N	Mean	Std. Deviation	Std. Error Mean
Rating of overall job satisfaction by Gender	1 Male	34	3.68	1.173	.201
	2 Female	38	3.89	1.203	.195

Neither of the two group comparisons indicates significant difference on overall group mean. Both show a "high neutral" rating, as indicated by scores between 3.5 and 3.9 on a scale of 1 to 5.

### *Planned Mobility*

Another way to assess job satisfaction is to ask how likely it is that instructors will be leaving their current jobs and for what reasons. Table 4-52 shows the group means for American Indian instructors' responses to this question. Table 4-53 shows the group means for Non-Indian instructors' responses to this question. Table 4-54 shows the means for two groups combined.

Table 4-52: American Indian Planned Mobility Within Next Three Years

<b>Planned Mobility Within Next Three Years</b> <b>American Indian Group Mean N=25</b>	<b>Not at all likely</b>	<b>Somewhat likely</b>	<b>Likely</b>	<b>Very Likely</b>	<b>Definitely</b>
Accept a <i>part-time</i> job at a <i>different</i> tribal college	92%	8%	0%	0%	0%
Accept a <i>full-time</i> job at a <i>different</i> tribal college	70.8%	4.2%	8.3%	12.5%	4.2%
Accept a <i>part-time</i> job <i>not</i> at a tribal college	70.8%	12.5%	16.7%	0%	0%
Accept a <i>full-time</i> job <i>not</i> at a tribal college	41.7%	20.8%	4.2%	16.7%	16.7%
Retire from the labor force	91.7%	0%	8.3%	0%	0%

Table 4-53: Non-Indian Planned Mobility Within Next Three Years

<b>Planned Mobility Within Next Three Years</b> <b>Non-Indian Group Mean N=47</b>	<b>Not at all likely</b>	<b>Somewhat likely</b>	<b>Likely</b>	<b>Very Likely</b>	<b>Definitely</b>
Accept a <i>part-time</i> job at a <i>different</i> tribal college	95.7%	4.3%	0%	0%	0%
Accept a <i>full-time</i> job at a <i>different</i> tribal college	80.4%	17.4%	2.2%	0%	0%
Accept a <i>part-time</i> job <i>not</i> at a tribal college	80%	15.6%	4.4%	0%	0%
Accept a <i>full-time</i> job <i>not</i> at a tribal college	46.8%	27.7%	8.5%	8.5%	8.5%
Retire from the labor force	84.4%	11.1%	2.2%	2.2%	0%

Table 4-54: Combined AI/NI Planned Mobility Within Next Three Years

Planned Mobility Within Next Three Years  Combined American Indian-Non-Indian Group Mean N=72	Not at all likely	Somewhat likely	Likely	Very Likely	Definitely
Accept a <i>part-time</i> job at a <i>different</i> tribal college	94.4%	5.6%	0%	0%	0%
Accept a <i>full-time</i> job at a <i>different</i> tribal college	77.1%	12.9%	4.3%	4.3%	1.4%
Accept a part-time job <i>not</i> at a tribal college	76.8%	14.5%	8.7%	0%	0%
Accept a full-time job <i>not</i> at a tribal college	45.1%	25.4%	7%	11.3%	11.3%
Retire from the labor force	87%	7.2%	4.3%	1.4%	0%

Over half of Montana tribal college instructors were giving at least some thought to leaving their tribal colleges to accept a full-time job *not* at a tribal college. American Indian instructors reported being even more likely than Non-Indian instructors to accept work elsewhere.

#### *Reasons for Planning to Leave*

Although the majority of tribal college instructors were not planning to leave their present tribal colleges, many were giving it some thought, and 13% were making definite plans to leave. Table 4-55 presents group mean responses to the question, "If you are thinking of leaving your job, which of the following is the primary reason?"



Table 4-55: Combined American Indian/Non-Indian Reasons Considering Leaving

Combined American Indian and Non-Indian Reasons for Considering Leaving			Primary reason for leaving your job					Total
			1 Personal not related to my job	2 Dissatisfaction with my job	3 Good job offer elsewhere for me	4 Good job offer elsewhere for partner	5 Other	
American Indian vs. Non Indian	1 American Indian	Count	3	2	3	0	6	14
		% within American Indian vs. Non Indian	21.4%	14.3%	21.4%	.0%	42.9%	100.0%
	7 Non-Indian	Count	5	7	9	2	7	30
		% within American Indian vs. Non Indian	16.7%	23.3%	30.0%	6.7%	23.3%	100.0%
Total		Count	8	9	12	2	13	44
		% within American Indian vs. Non Indian	18.2%	20.5%	27.3%	4.5%	29.5%	100.0%

Of the 44 instructors who responded to this question, 20.5% identified job dissatisfaction as a reason, with more Non-Indian instructors expressing dissatisfaction (23.3%) than American Indian instructors (14.3%). Some of those who marked "other" wrote their reasons for dissatisfaction: three expressed a desire for better pay and/or benefits, one wanted "to do something less stressful," one listed "tribal politics," one was tired of the "total lack of financial security with year-to-year contracts, one cited "appalling facilities," and one said staying depended on grant renewal. Two mentioned that they had received a better job offer and one had decided to become a consultant.

#### *Importance of Hiring More American Indian Faculty*

One survey item invited opinions about the importance of having more American Indian faculty members at the respondents' tribal colleges. Although all of the comparison groups indicated a belief that having more American Indian instructors was important, two of the comparison groups showed significant difference in response to this

question. American Indians and younger instructors believed it was more important than Non-Indians and older instructors. (See Appendixes O and Q for levels of significant difference in each of these areas.). Table 4-56 shows American Indian and Non-Indian responses to this question. Table 4-57 shows age-based responses to this question.

**Table 4-56: Cross Tab: Perceptions of Importance Having More American Indian Instructors: American Indian/Non-Indian Responses**

Think it important to have more American Indian faculty members at your college		Responses			Total
American Indian/Non-Indian Responses		0=No	1=Yes	2=Not Sure	
1 American Indian	Count	1	20	4	25
	% within American Indian vs. Non Indian	4.0%	80.0%	16.0%	100.0%
7 Non-Indian	Count	6	29	12	47
	% within American Indian vs. Non Indian	12.8%	61.7%	25.5%	100.0%
Total	Count	7	49	16	72
	% within American Indian vs. Non Indian	9.7%	68.1%	22.2%	100.0%

On a scale of 0 to 2, with 0 indicating "not important," 1 indicating "important," and 2 indicating "not sure," 80% of American Indian instructors thought it was important to have more American Indian instructors, as did 62% of Non-Indian instructors. More Non-Indian instructors indicated that they did not think it was important (about 13%) or that they were not sure (about 25%) for a total of 38%. Twenty per cent of the American Indian respondents also chose one or the other of these responses.

Table 4-57: Cross Tab: Perceptions of Importance Having More American Indian Instructors: Age-based Responses

Think it important to have more American Indian faculty members at your college: Age-based responses			Age of Respondent		Total
			1 Less than 47 yrs	2 47 yrs & older	
Responses	0=No	Number	5	2	7
		%	15.2%	5.1%	9.7%
	1=Yes	Count	24	25	49
		Number	72.7%	64.1%	68.1%
	2=Not sure	Count	4	12	16
		Number	12.1%	30.8%	22.2%
Total		Count	33	39	72
		%	100.0%	100.0%	100.0%

About 73% of younger instructors thought it was important to have more American Indian instructors, compared to 64% of the older instructors. More of the younger instructors thought it was not important to have more American Indian instructors, however, whereas more older instructors were not sure.

#### Theme Analysis

Fifty-three instructors responded to at least one of the four open-ended questions related to job satisfaction. This included 60% of the American Indian respondents and 81% of the Non-Indian respondents. The open-ended survey items were the following:

- Feel free to reflect on any aspects of job satisfaction or dissatisfaction.
- Feel free to reflect on any ways you believe your job satisfaction is affected by your age, sex, marital status, race/ethnicity, or tribal status.
- Feel free to reflect on anything you find uniquely rewarding about teaching at a tribal college.
- Feel free to reflect on anything you find uniquely challenging about teaching at a tribal college.

Responses to the open-ended items coded by topic, clustered into more general themes, and then tallied to determine how many instructors mentioned a given theme. For ease of reading, a few grammar and spelling errors were corrected. Comments that might reveal the identity of the respondent were not included, although their general concern was mentioned.

### *Satisfaction Themes*

Table 4-58 lists and ranks the themes by areas of satisfaction and identifies theme prevalence among the following respondent categories: American Indian men and women, Non-Indian men and women, and combined groups. Only one point was given per instructor, regardless of the number of times the instructor mentioned a given theme.

Table 4-58: Satisfaction Theme Rankings

<b>Verbatim Satisfaction Themes</b>	<b>American Indian Faculty N=15</b>	<b>Non-Indian Faculty N=39</b>	<b>Combined Faculty N=54</b>
Students	10	24	34
Altruism	8	20	28
Campus environment	6	12	18
Teaching	4	13	17
Leadership	1	4	5
Faculty capable and supportive	1	3	4
Professional development	0	3	3
Salary	0	1	1

Students: The theme mentioned most often was students. In response to the question about what they found uniquely rewarding, many wrote simply, "The students."

Similar responses follow:

- "I love working with the students at this college."
- "[I admire] the desire and drive of the students."

- "No matter how often I repeat [teaching] a subject, the students 'make' the class. It's rewarding when they get deeply involved in the subject matter."
- "The students are wonderful the majority of the time."
- "Students have a passion and inspiration that is such a treasure, it is powerful and mystical to ponder their potential and abilities."
- "[I love these] bright, motivated, wonderful students. Seeing them succeed is absolutely rewarding."

As the last comment indicates, this was frequently also an altruism theme, because instructors frequently mentioned the deep pleasure they felt at seeing student growth and achievement. One wrote of the importance of "being a mentor for older students returning to college and younger students venturing 'out of the nest.'" Some other examples follow:

- "[My greatest satisfaction comes from] seeing the light bulbs go [on] when they get the connection between course material and their own experiences."
- "[My greatest satisfaction comes from] seeing students learn that they can do their own thinking, especially about who they are as native people."
- "I love the interaction with my students and knowing that what goes on in the classroom can make a huge difference in their lives."
- "I enjoy the challenge of working with non-traditional students and watching them perform beyond their expectations."
- "It is so great to be working with your own people. It is a gift and blessing. To see people use education to improve their quality of life and use the experiences of their culture as a basis for learning is even more inspiring. Working with one's people is one of the great achievements an educator can experience or exercise. Students have a passion and inspiration that is such a treasure, it is powerful and mystical to ponder their potential and abilities . . .".

"Campus environment" is a catch-all theme that refers to appreciation for the college itself. The following areas were mentioned:

- Pride in working at a tribal college
- The sense of community, belonging, family

- Gratitude for "the tribal college experience"
- Appreciation of the alternative perspectives provided and encouraged
- Delight in the diversity, the cross-cultural opportunities, the access to tribal cultures
- The intellectual environment
- The team atmosphere
- The capable and supportive faculty
- The dedicated staff
- The rural campus location

As one instructor wrote, "Our college is an incredibly positive force in an area with myriad social problems. I whole-heartedly support our mission and the larger mission of tribal colleges across the country. It's an incredibly challenging and rewarding job." Another wrote with appreciation of "the cross-cultural atmosphere [and] the absence of male-pale-and-stale values as the norm against which all else is compared (and found lacking)." One instructor spoke of being "very satisfied with lack of pretension and strict observances of protocol that might be found in traditional college settings." One instructor wrote, "I love the diversity in ages, cultures and life experience." Another wrote of being "mostly pleased with the ability of our faculty and staff to access one another for advice, assistance or idea exchange."

Altruism: Altruism refers to expressions of satisfaction about being able to help and contribute. As mentioned above, a good part of what was expressed about satisfaction with students could also be clustered with altruism, because several instructors referred to a deep satisfaction in seeing students achieve. The following expressions of altruism were also mentioned:

- Opportunity to contribute to community and tribe
- Opportunity to be a mentor, a cultural mentor, role model
- Opportunity to work with schools and community
- Opportunity to reach out to populations in need
- Working for one's own or (if Non-Indian married to tribal member) one's family's people

..... One instructor listed two altruistic goals that motivate her: "making a difference in the community [and] providing excellent and exciting instruction to those who've been marginalized by the educational system." Another mentioned finding it rewarding to know "that by helping students with basic skills, I can help them in reaching their goals in life and education." Some other examples follow:

"[What is most satisfying is having] a chance to help someone find a sense of purpose or direction in his or her life, a chance to offer some life skills, and an opportunity to prepare students for further study at a 4-year institution."

- Contributing to students' success is a rewarding experience. Knowing that by helping students with basic skills I can help them in reaching their goals in life and education."

Teaching: Teaching itself was a source of satisfaction. One instructor put it simply, "I love teaching." Specific aspects of teaching mentioned were the challenge, the freedom, and the low teacher-student ratio at tribal colleges. One instructor described how her teaching methods had improved: "My teaching style has been tremendously impacted by teaching in tribal colleges. I've learned to be very student centered, giving what students needed, not what I thought they should have." Another instructor mentioned liking "the creative environment teaching here. Since traditional methods have not been successful, it is exciting to look at my classes in new ways so that I can improve the success rates." Another teacher wrote of "focusing on the aspects of a lesson [that will be] most useful to them in their work. They may not be interested in knowledge for its own sake."

Faculty: Satisfaction with other faculty was another theme that emerged: "I'm mostly pleased with the ability of our faculty and staff to access one another for advice, assistance, or idea exchange"; "all the staff and faculty are definitely dedicated and hard working"; and "the other faculty members are very cooperative and supportive." "One expressed appreciation for the "cohesiveness of faculty."

Learning Opportunities: Satisfaction with learning opportunities included the opportunity to take classes, especially cultural classes on campus. One instructor mentioned being "very satisfied with benefit of being able to take classes offered by college, especially in Native American Studies and art." One instructor appreciated the opportunity to do research.

Leadership: Satisfaction with leadership included appreciation of participatory government on campus and department decision-making autonomy. One wrote of the "support and encouragement of administration." Another wrote of appreciating the "support of my administration on professional development opportunities." Another wrote that "administrative support is generally positive." Another wrote, "whether we are able to influence policy change or not, I know I have a voice and feel valued." One instructor wrote of being "very satisfied with ability to make curriculum and departmental decisions."

Salary: Salary was mentioned once as a source of satisfaction, as part of a concern about benefits: "Although salary is good +(pg), I'm very concerned about benefits."

### *Dissatisfaction Themes*

Table 4-59 lists and ranks the themes by areas of dissatisfaction and identifies theme prevalence among the following respondent categories: American Indian men and



women, Non-Indian men and women, and combined groups. Only one point was given per instructor, regardless of the number of times the instructor mentioned a given theme.

Table 4-59: Dissatisfaction Theme Rankings

<b>Verbatim Dissatisfaction Themes</b>	<b>American Indian Faculty (n=15)</b>	<b>Non-Indian Faculty (n=39)</b>	<b>Combined Faculty (N=54)</b>
Leadership (admin., dept.)	5,1	12,4	22
Student prep/attendance/academics	3	11	14
Ethnicity-related tensions	6	8	14
Teaching-related	4	10	14
Time/workload imbalance	3	9	12
Funding-related	4	6	10
Faculty-related	3	3	6
Job security	1	5	6
Prof. Development/education	1	2	3
Facilities inadequate	0	4	4
Technology	3	1	4
Gender-related	2	0	2
Other	1	6	7

Leadership: Although the overall t-test rating for administration-related items was "neutral," as indicated by scores in the 3-point range on the scale of 1 to 5, some of those who wrote comments had some strong criticisms. Most of these focused primarily on overall college administration, although five mentioned dissatisfaction with departmental leadership.

Some of the concerns contradict others, either because the instructors writing the comments were from different colleges, or they were from the same colleges, but held different points of view. Some concerns with administration were ethnicity-related:

- "This college loses (fires, discourages, non-supportive) more Native instructors than other tribal colleges, and it's because the leadership does not focus or have a vision for taking control of educating our own people."

- "I feel strongly that some administrators here are very anti-White, despite the fact that they are at least part White. I feel that they would prefer all faculty to be Native American even if the Native Americans were not qualified for the jobs."
- People walk on thin ice here because of the autocratic form of leadership, [which] is demeaning, oppressing, and anti-Indian, even if the administration is tribal. . . . Indian faculty members are a minority in [our] own community. . . . Non-Indians can do as they please here. A non-Indian will not be disciplined, while an Indian is scrutinized, antagonized, and attacked. . . . Basically, our administration does not know how to lead effectively. They only care about the power and control that allows them to hire family members and provide themselves with contracts outside their job description and network with other organizations that provide funding support to the tribal colleges that may benefit their own business interests."

One instructor perceived administrative neglect: "The administration does not focus on the faculty. We are on the bottom rung of the ladder. . . . We come last." One instructor expressed concern about being "consistently left out of discussions about my program."

One instructor wrote of a "general resentment of the faculty by the administration." Another wrote, "Every so often it [would be] nice to be praised for something we do well instead of always reprimanded for something we didn't do well." Another wrote with frustration of "administration support of department heads who are no longer effective." Another wrote of generalized faculty anger: "An attitude prevails that faculty are here to serve administration. Much of the time faculty are at a low boil, but administration turns a deaf ear."

A couple of instructors expressed anger towards specific administrators, referring to one administrator as "unapproachable, vindictive, and belittling." One instructor wrote at length about administration:

"[Although I have worked here many years], I am still just an instructor, with no voice, no recognition of the experience and skills I bring to this institution. I have . . . done many innovative things . . . here, [but] I don't

feel that anyone cares about my ideas. I don't feel that the administration cares one way or the other about progress anyone is making in faculty development and improving the teaching or curriculum development going on here. A couple of faculty seem to be the only ones who are trusted with any kind of leadership in faculty development. They are the only ones to have these roles, and other voices aren't encouraged. The vice-president doesn't get involved one way or the other. Department chairs are picked, they carry out the vice-president's mandates, and the vice-president gets these from the president. There is much micro-management on the part of the president. The president seems reluctant to let go of any reins of responsibility; people are moved hither and yon as property. There is little collaboration or shared decision-making on anything. Perhaps when administration changes, decision-making will be more shared, but that also is scary. Tribal college administrations are so all-powerful that the institution usually fails or flies on the strengths or weaknesses of the president. This dependence on the character of one or two people for the stability of the institution is not healthy. I want to feel like a professional again. I always wanted to work here, but not under these working conditions. [I will eventually] look for another position where I can feel respected and have a voice in decision-making."

One instructor expressed concern about faculty evaluations: "Many instructors are not regularly evaluated. Evaluation . . . is not consistent."

Students: Discouragement about students being inadequately prepared for college-level work was the most prevalent student-related concern. Most who mentioned this put it simply: "lack of academic preparation for college." One instructor was more precise: "Lack of academic preparation of the majority of students." Another went into more detail:

"The challenge is to teach college-level courses to students who lack background information and skills. Many come without any habits [to] ensure their academic success. Many have been out of school for years or have recently completed a GED but lack the information which they would have gained from a regular high school program."

Frustration with class attendance, whether due to family problems or lack of motivation, was another student-related theme:

"Student attendance can be very challenging, especially good students dropping out mid term because of 'real world' (family or economic) demands."

"Students don't seem to have the commitment to come to class on a regular basis. They have many excuses not to come to class. This is the only setback and frustration that one experience year after year teaching at this tribal college."

I find [one] challenge related to teaching is to get the students motivated to come to class. Usually if they come to class they get interested enough to complete the class. So much seems to be historical, they have learned a certain way to act through the K-12 system [and] they are very upset when the same actions do not achieve passing results in college."

Discouragement about the academic performance of some students was another concern:

"I am frustrated by the lack of intellectual depth many students show. I don't know if it's different at other schools, but wish it were here."

"It is . . . very challenging to work with rural students who have been insulated from the ongoing world and national events. Sometimes I feel like I've been in a time warp -- like I've been talking with people who live in 1950's America."

Two instructors mentioned frustration with student attempts at manipulation. An American Indian instructor mentioned being pressured by some American Indian students to inflate their grades: "Familiarity breeds contempt. [Some students] want me to give them a break because I am a skin." A Non-Indian instructor mentioned frustration with some students wanting good grades "just for showing up" in class . . . even if they don't know what they're doing."

Ethnicity-related Tensions: In relation to the question about whether job satisfaction has been affected by race/ethnicity, one Non-Indian instructor wrote, "I know some people have issues with non-tribal members (Whites) in my capacity, but I have never been approached on the issue. It seems that infighting among the 'locals' is more of

an issue." Another Non-Indian instructor wrote, "I don't think [age, sex, marital status, race/ethnicity, or tribal status] have much effect on my job satisfaction. Initially I might have said race/ethnicity, but after a few years here I no longer think this is important."

Ethnicity-related themes were a source of dissatisfaction expressed by a few instructors, however. Two Non-Indian males indicated that they experienced "prejudice against Whites." One American Indian instructor expressed frustration with "Non-Indian initiatives [regarding] what they feel is good for our people and our community." Two Non-Indian instructors had questions about the competence of some of their American Indian peers. One instructor, a tribal descendant, wrote that "White guys teach here because (most) can't get jobs elsewhere."

Three American Indian instructors spoke with frustration of institutionalized and internalized prejudice:

"[A big challenge is] overcoming the institutionalized prejudice that U.S. society, education, and especially law have built into everybody, non-Indian as well as Indian. This prejudice is so subtle [that] it is not recognized as the cause of so much of the frustration and destruction in Indian Country. It is hard to solve problems when the cause is not recognized or, when recognized, it is totally denied, especially when [the denial] comes from the Indian community itself."

- "There is evidence of the 'self-fulfilling prophecy' concept at work in our midst. Some don't think that First Peoples are capable of taking charge of their lives, therefore they render capable people powerless. This keeps tribal colleges from fulfilling their goal and mission. It's not just a job, it's a life."
- "The challenge is to overcome the thinking that tribal people are not capable of managing [our] affairs. Some of our own people subconsciously buy into this flawed thinking, which undermines our progress."

"Ethnic intrusion anxiety" is a term coined for this study to describe the concern felt by some Non-Indians that they may not belong or be welcome at a tribal college and that they might in fact be harmful cultural intruders, regardless of good intentions. In the

words of one instructor: "As a non-Indian it is a challenge to keep informed about the culture without feeling like an intruder." In the words of another: "I have had to work through emotional issues working at a tribal college when I'm not a Tribal member, especially guilt. I'm now at a better place though, in knowing that I'm making valuable contributions to the college and Tribe." "

One instructor pondered cultural confusion: "I'm not a tribal member, [so]when frustrated [I] question if what frustrates me is [because of] a cultural difference due to a different world view or if, say, people getting up and getting coffee during class is rude in any culture." Another Non-Indian instructor acknowledged "student and community barriers to 'outsiders.'" It makes me sad to always be on the outside. . . . On the other hand, it keeps me humble, and understanding of the outside role that many minorities play all their lives, too.

Some tensions related to the [surrounding] community. One Non-Indian instructor voiced frustration with "having to defend or explain what 'we' (tribal colleges) are' and what we 'do'. [We] often have to deal with negative attitudes of non-Native community members [related to the tribal college]." Another said that a challenge was that "sometimes it seems that tribal member instructors are considered less important than [other] tribal member employees in the eyes of [the tribal government]." One instructor listed "racial issues in the community" as a source of job dissatisfaction.

A few instructors, both American Indian and Non-Indian, said tribal politics had a negative impact on their respective campuses. This was expressed in various ways:

- "The pressures of tribal politics means that it is sometimes difficult to fire people who aren't doing their jobs, and this is demoralizing for everyone else."

- "Tribal politics is so very destructive and squanders the great potential of the college. Our college is in continual chaos and political turmoil."
- "There is too much control by administrators and hiring practices are similar to the tribal government."
- "Political favoritism is shown to members of certain families."
- "I do have issues with people hired just due to their tribal member/family status and not qualifications."

Time: Having inadequate time to achieve work responsibilities was a concern of several instructors. Some of their comments follow:

- When I first came to the college, my only job was teaching, which I enjoy immensely. Since then I have been promoted to the position of department head while retaining most of my teaching duties. I feel some difficulty in finding enough time to be a good instructor and an effective department head."
- "There are never enough people for the workload."
- "There is not enough time to do all that needs to be done."
- "[A source of dissatisfaction is] lack of support or understanding from staff as to the responsibilities of teaching. For example, they want us on campus for 40 hours, but it is next to impossible to prep for classes or do research, due to the interruptions by students. I feel that my first priority is to help the students, so I end up using a great deal of my time at home to correct papers and prepare for class."
- "The teaching load is high (5 courses a semester)."
- "The teaching load is so high (4 courses, most of which I am teaching for the first time) that it is very difficult to get other, fairly important tasks done (finish my [advanced degree], develop curriculum, write grants). Grant writing is considered necessary to fund my position (I have to teach full time and write one or two grants a year to guarantee my own salary). I am trying to be the best teacher I can, but the pressure to get grant money to guarantee my own position creates a certain amount of anxiety and dissatisfaction."
- "Too many advisees coupled with too many courses to teach. There's no time to prep courses properly and grade papers, etc."

Teaching: Some expressions of dissatisfaction with teaching included feeling overwhelmed with trying to meet the needs of a wide range of student academic preparedness and abilities. Four instructors wrote of frustration with inadequate facilities. How to respectfully and accurately incorporate culture into course curricula was a big concern, as reflected in the following comments:

- "Non-tribal status makes it hard to integrate culture into course content, especially since faculty are not given instruction or guidance on how to do so."
- "[What I find challenging is] integrating culture into contemporary science in a realistic and meaningful way, given limited cultural knowledge and resources."
- "Incorporating the culture into the classroom is not only admirable, but challenging. I still feel I need help in doing the best job at teaching culture."

Funding: Two areas of dissatisfaction emerged related to funding. One area related to personal salary and benefits. The other related to others--part-time faculty members, students, or program needs. Some of these overlap, as described by one instructor:

- "The low level of financial support given tribal colleges by the U.S. Congress/President results in our institution running on too tight a budget, with no long-term financial security. This creates all kinds of stress, since there are never enough people for the workload, and we can't pay either staff or faculty adequately)."

Somewhat related to salary is upward mobility. One Non-Indian female instructor expressed some dissatisfaction with the "lack of opportunity to 'move on up' into administrative areas."

As seen also with the t-test scores, benefits were a separate concern for several instructors:

- "Although salary is good, I'm very concerned about benefits."



- "The biggest dissatisfaction I have [is] not having any health insurance. ('We don't need it with IHS' is the scapegoat answer)."
- "I'm very concerned about benefits. I will probably accept a job in the area at a local, state, or private University [when I can]."

Faculty: Some dissatisfaction was expressed with other faculty. Examples

included the following:

- "Some instructors do not attempt to keep up with current trends in their fields. Sometimes the school may be like being in a vacuum if we do not look and/or go outside of the college and look at how other organizations are operating."
- "Grades need to once again become a valid indicator of student progress in meeting class and program objectives."
- "Many instructors here travel from city to here to teach and have no interactions with students outside of the college. They are unapproachable [outside of] class."
- "We need more involvement from faculty in all aspects of the college. . . . If everyone contributed it would mean less work for everyone."
- "I don't think any other faculty here really care to be innovative."

Job Security: Because Montana tribal college faculty contracts are renewable

one-year contracts, the theme of job security also emerged. Some of the comments follow:

- "The lack of financial security is hard to take. Not only do we have one year at a time contracts, but the salary for the present year isn't even guaranteed (can be reduced if budget gets tight)."
- "As a non tribal member working at a tribal college I'm sometimes confused and frustrated by the sudden termination of people's employment."
- "I could be replaced by a tribal member. There is no job security. I don't expect a raise any time in the future."
- "Lack of tenure [is a concern]. There is little job security, especially for a non-Native."
- "Lack of job security [is a concern], as there is no such thing as tenure. We can literally be fired if a board member does not like us"

Education: Several instructors expressed a desire for ongoing education. The following topics were mentioned

- Need training in teaching methods
- Need time and funding for professional development
- Need time for research and writing
- Need sabbatical leave

One instructor wrote, "There is no incentive to continue education salary wise.

[There is] actually a disincentive." Other examples included the following:

- My biggest challenge was and is trying to figure out how to further my own education. Time, money, and place are the big issues. It took an enormous amount of work and [several] years to even get a summer off to complete my master's degree"
- The teaching load is so high . . .that it is very difficult to get other, fairly important tasks done ([e.g., finish an advanced degree]."

Technology: Dissatisfaction with technology went in two directions. Two instructors expressed frustration with inadequate technology. Other dissatisfaction centered around rapid technological changes: "The challenges are keeping up with the technological skills and information and using those technological tools to improve teaching."

Gender: Although the word "sexism" was never mentioned, two American Indian female instructors described the experience:

- "Sometimes I feel I am discriminated against because I am a woman."
- "It's very challenging for a woman of color to assert power. This has been especially evident in class with white males who have questioned my abilities and in many instances have been disrespectful. This is also true with other males in general on campus. I learned from these experiences that many women in general are not heard."

Miscellaneous: Several concerns did not cluster into one theme. Some of these follow:

- "I'm single, and social activities and ways of meeting the opposite sex are limited here."
- "The location is difficult, because my partner [finds] it hard to get a job in the local area. This may cause me to seek other employment."
- "Organization is not at the level I am used to in higher education. For example, our academic and student services calendars often conflict. Breaks get moved without informing faculty. Classes overlap. Databases are not accessible."
- "Our college has a drug a problem, and we need to get the pushers out of the area."
- "The pay is problematic. [I] would like to be paid well enough to have some stability."
- "The facilities situation is such that it isn't possible to meet academic standards nor basic ethical obligations to students. [This] effectively compromises their long-term chances. I feel ethically uneasy [remaining] in this position."
- "Our administration needs to remember what it is like have children in school and not schedule conflicts for the students, faculty or staff."
- "Our college has a deep chasm between faculty and staff that needs to be bridged."

#### *Faculty Retention*

Retention is another indicator of job satisfaction. Several instructors responded to the following open-ended survey item: "Feel free to reflect on what might help your tribal college recruit and retain more American Indian faculty members." The two most common themes that emerged were to improve financial compensation and to take responsibility for "growing" the future instructors. Several also suggested advertising more.

Many of the instructors who mentioned salary said simply that: "higher pay." A few instructors said simply, "more p.r." Lengthier verbatim responses are included below:

- "Advertise in tribal papers. Recruit tribal members by offering incentives to work here. If they can get more money and benefits elsewhere, why would they stay here? Make it rewarding. If they have to move here, help them with the transition—[help with] moving expenses, help finding a home, etc. Most people who actually come here, including students, want to stay once they have experienced this."
- "Teacher training for faculty [is essential]. I came straight from grad school to faculty and have had to try and learn about effective teaching methods from my own research and trial and error."
- "Be willing to phase out those who don't have specific degrees for the classes they teach, or move them into another position. If a well-qualified Native American is available and willing to teach, the tribal college should do everything in its power to attract that job candidate."
- "A full-time tutoring lab [is needed, and we need to] discover early if a student has disabilities and [find] ways to truly help students work through and overcome disabilities."
- "Got to grow them from locals, and grow the opportunity and economy of the tribal homeland at the same time."
- "We need to take charge of educating our people. Develop programs and recruit from our own backyard people that are rooted in the community."
- "Better pay is important. Many well-educated American Indians could be teaching here, but they get such better paying jobs other places. You really have to be willing to sacrifice to work here."
- "First we need qualified applicants. We rarely get an American Indian who has a degree in [our field] applying for a job. If they have a degree, many times it turns out that they get better jobs else where, or the degree was 'given,' not earned, [and] the applicant simply cannot handle the job."
- "[This will require] 12- year planning, beginning with the current 7th grade class."
- "More federal support, so that there is adequate and stable funding. If we could pay people what they deserve, the whole institution would function better. Right now, tribal members with degrees in science can earn a

whole lot more money (and have much better job security) working for the federal government or in private industry than they could teaching here."

- "Train more educators--a process. Hopefully [this] is started in earnest now, so when many of us retire, qualified tribal members will have background and experience to take our places."
- "In my field, Indian practitioners are sorely needed, so those who get degrees are heavily recruited and earn much more than the tribal college can offer. In all fields, better pay (including increased pay for advanced degrees, health insurance costs not taken out of salary, better pay raises) would be good."
- "Make the wages competitive with Indian Health Service. There are limited Indian instructors because they can make more money [there]."
- "I think we are presently recruiting students who may have this goal. We need to constantly encourage them and present a vision to them."
- "Encourage their education here at the college and then aggressively recruit them to stay at the college to teach."
- "More ongoing educational opportunities, including formal degree attainment/completion AND professional development opportunities (funding and release-time)."
- "Indians get better pay and more opportunities outside of this particular tribal college--so they leave."
- "To recruit and retain quality instructors of ANY background, my tribal college must offer tenure, create a good benefits package for the employee and his or her family, increase salaries, reduce credit loads per semester, and offer sabbaticals."
- "Encourage more American Indians to go into academic fields (particularly math, science, and technology) and encourage them to get advanced degrees."
- "Tribal colleges] must help more tribal members become trained in teaching in the needed fields; must remove tribal politics from the tribal college; must have more professional ethics in tribal college boards and tribal councils."
- "Better pay. And an administration which doesn't make autonomous decisions that are detrimental to academic programs."

- "A commitment to identifying tribal members who are interested in teaching and mentoring them (and aiding in funding them) through the required graduate work. We have at least one professional [in our field] working for the tribal government who would love to come teach for us but would need assistance getting master's degree."
- "Soft monied programs make it difficult to attract and keep qualified individuals. (Who wants to risk the purchase of a home/property not knowing their funding from year to year?)"

One instructor had a word of caution, however: "Salaries are a problem, but I don't want anyone coming here just for the money. They have to want to buy into the mission of the college. Emphasize the satisfaction expressed by most of the faculty and the work relationships."

## CHAPTER FIVE: DISCUSSION

The areas of significant difference identified by this study are interesting and worth exploring, but they are not earthshaking. More valuable may be the degree to which the Montana instructors agreed on areas of job satisfaction and dissatisfaction. In looking at their combined responses, making a difference in the lives of others was the top reason for staying at their tribal colleges, followed by appreciation for cultural diversity, desire for a good environment and schools for their children, attraction to the challenge of tribal college teaching, wanting to teach American Indian students, and wanting to live in the geographical location. These reasons reflect a mature, independent, open-minded group of individuals who were drawn to their colleges for healthy reasons. They were not drawn primarily by salary or by job opportunities for their spouses, nor were they drawn for "slacker" reasons, such as wanting to avoid having to publish or not being able to find other faculty positions elsewhere. This perception was reinforced by the theme analysis, which communicated clearly that the primary motivators for most of the instructors were their connections with students and their love of teaching.

Full-time tribal college instructors in Montana appear to be genuinely altruistic men and women who like teaching and want to do it right, in a way that meets student needs. They like working with students, they like their workspaces and computers, they like the pedagogical independence afforded them by their tribal colleges. They feel strong in their commitment and motivation as instructors. The theme analysis indicated that they have strong positive feelings about what one of them called "the tribal college experience"—the sense of community and belonging; the alternative perspectives; the

cultural diversity; the intellectual environment; the rural location; the dedicated administration, staff, and faculty; and the inspiring students.

The instructors were not naïve, however. As a group, they rated overall job satisfaction only in the "high neutral" range. They also rated key aspects of their work—student preparedness, attendance, and academic performance; departmental, academic, and college leadership; the preparedness, commitment, and support of other faculty members; a wide variety of time/workload frustrations; and numerous cultural concerns—only in the neutral range, if not in the dissatisfied range. As a group, they expressed dissatisfaction with their salaries, and a good number were dissatisfied with benefits. They also wanted better faculty orientation and evaluation processes, and they clearly wanted guidance on how to effectively integrate culture into curriculum.

Although not mentioned in Chapter Four, a full one-third of the 72 survey respondents were pursuing advanced degrees at the time of the survey. This remarkable indicator, and the unified expression of dissatisfaction with the time allowed for professional development and staying current in their respective fields, reflected a genuine desire in these instructors to grow in knowledge and skill.

Although the results of the Montana and Voorhees surveys could not be compared directly, because the surveys used different assessment measures, the results were generally alike. They would probably have been even more similar had the Voorhees survey included a "neutral" option, a "why I stay" category (as opposed to just "what brought me here"), and more choices related to satisfaction with students.

The theme analysis lent weight to the latter possibility. Although survey results indicated that Montana instructors experienced a great deal of frustration with many



students' lack of preparation for college, academic performance, and attendance, the instructors' responses to the open-ended questions clearly communicated that relationships with students--teaching, mentoring, and seeing students grow and self-actualize--were what made their jobs most satisfying.

One noteworthy difference in the results of the two surveys related to satisfaction with salary and benefits. The Montana instructors appeared to be considerably less satisfied. It is possible that this discrepancy was due to the lack of a "neutral" option on the Voorhees survey. That is, had there been a "neutral" option, many of those same instructors might have chosen "neutral," rather than "somewhat satisfied." Or perhaps some of the tribal colleges outside Montana do provide better salaries and benefits, and at least some of the faculty members who completed the Voorhees survey were in fact more satisfied.

Some interesting shifts were seen in the Montana instructors' responses to "reasons for coming" and "reasons for staying" at their respective tribal colleges. The American Indian instructors shifted from selection of "grew up here" as a top reason for coming, to "desire to work in the area and this is the only college" and "cultural diversity" as top reasons for staying. "Desire to work in the area and this was the only college" may mean about the same thing as "grew up here," except that it indicates a desire to continue to work at the college as well as live in the area. The increased appreciation of cultural diversity may shed light on the fact that some American Indian instructors indicated that ambivalence about the importance of having more American Indian faculty at their respective colleges.

That Non-Indian instructors listed "to make a difference in the lives of others" and "want to work with American Indian students" as top reasons in both their "Why I Came" and "Why I Stay" responses was not surprising. What was surprising was the large increase in weight they give each item: a 30% increase in "to make a difference" and a 13% increase in "want to work with American Indian students." Their initial attraction to the "challenge" had dropped by two per cent, but was still fairly strong. "Good environment/schools for my children" had also risen dramatically, from approximately 11% to 60%. A similar shift had occurred among the American Indian respondents. The shift may indicate a maturing population, one that was first drawn to location as a recreation area and was later attracted to location because it met their needs as parents

As with the Non-Indian faculty, American Indian instructors showed an increase in the weight they gave to "want to make difference in the lives of others" and "want to work with American Indian students." With both groups, one gets a sense of people awakening to the beauty of the students and the possibility of making a real difference in students' lives.

A deep appreciation of students is not incompatible with the frustrations many instructors expressed about the limited preparation, motivation, and academic performance of some students. Frustration is part of any teaching situation, especially when many of the students come from populations that have traditionally been underserved by education systems and some come from strong academic backgrounds. Meeting the needs of a wide spectrum of students in the same classroom is challenging.

Tribal college instructors clearly are not passing the buck in terms of how to respond to the problem of inadequately prepared students. Their responses to the open-

ended question about how to recruit and retain more American Indian instructors show that they believe the colleges need to take responsibility for "growing their own" future instructors. This might involve mentoring students who are seen as potential faculty members, then helping them find ways to get the best graduate school training possible.

A passion that one hopes to see in teachers is love for the teaching process itself. Theme analysis results indicated that this passion is strong among Montana tribal college instructors, as did results of the paired sample t-test and comparisons with the Voorhees study. Of tremendous satisfaction to all the instructors was pedagogical independence. Having authority over course content ranked highest, followed by having authority over what classes to teach.

Love of place also needs to be mentioned as a source of faculty satisfaction. Location was a reason that many instructors gave for choosing their respective colleges, and location was a reason that many were choosing to stay. It is worth noting that fifty-six per cent of American Indian respondents to the Montana survey grew up in the area of their respective tribal colleges, as did almost 15% of Non-Indian respondents. Attraction to location for these individuals was surely linked to a desire to be around their extended families, as well as the desire to teach at the college level.

#### Comparisons Within the Montana Tribal College Faculty

Within-group comparisons among Montana tribal college instructors provided intriguing and sometimes mysterious snapshots of faculty job satisfaction differences. These will be considered next.

### *Indian/Non-Indian Differences*

American Indian instructors were significantly less satisfied than Non-Indian instructors with benefits, with continuing education funding, with their academic preparedness to teach the courses they were teaching, and with perceived administrative commitment to the college mission. The dissatisfaction with benefits likely had to do with one or more of the colleges providing no benefits (health insurance, life insurance, retirement) or limited benefits. Phone calls to the colleges on May 17, 2005, indicated that this was the case. A reason given by individuals at these colleges was that providing a comprehensive benefits package would be expensive, and the American Indian instructors already had access to Indian Health Services.

It is important to note that neither group indicated satisfaction (a group mean of 4 or above on a scale of 1 to 5) regarding benefits, although American Indian instructors were clearly less satisfied. Why Non-Indian instructors were more satisfied is puzzling, since Non-Indian instructors did not have access to Tribal Health or Indian Health Services. This same dissatisfaction split appeared in the salary-based comparisons, with lower-salaried instructors less satisfied with benefits. Perhaps American Indian instructors as a whole were more recently hired, and therefore earning less salary.

Why American Indian instructors were less satisfied with continuing education funding is unclear. This probably varies from college to college. At Salish Kootenai College, for example, most continuing education funding has to be earned through grant-funded faculty development activities. One of the ongoing concerns of the working groups that form in response to this incentive is how to attract a representative number of American Indian participants. Because the group work has to be done in addition to

regular work hours, many American Indian instructors with family commitments have not felt able to participate. Others may not participate because the majority of those in the groups are Non-Indian. Again, this is a topic worthy of additional research.

That American Indian instructors felt less academically prepared to teach the courses they were teaching than their Non-Indian peers may be related to tribal preference hiring. Tribal colleges have been mandated by their respective tribal councils to hire enrolled tribal members for any position that opens, if a qualified individual is available and interested. This means that even if non-tribal applicants are considerably more qualified for a particular position, the colleges must hire the qualified tribal member. In cases where the new instructors are recent graduates with little or no teaching experience, it would make sense that they might feel less academically prepared. As one of the American Indian instructors indicated in an open-ended response, it would be helpful if the colleges provided ongoing training in teaching methods. The colleges could also implement other "grow them ourselves" suggestions, such as providing teaching mentors for these, and probably all, new instructors.

The ethnicity-related tensions that were evident in the theme analysis of responses to open-ended questions are not surprising in a culturally diverse environment. The position of Non-Indian instructors and American Indian instructors who are not teaching at their own tribes' college is sometimes uncomfortable. Tribal-preference hiring, common to all the tribal colleges, communicates clearly that the respective tribes would have preferred to hire an enrolled tribal member. In addition, tribal members on and off campus sometimes express frustration and anger with the number of non-tribal faculty members at the tribal colleges.

It is important to remember, however, that cultural diversity was one of the top reasons American Indian instructors said they stay at their respective tribal colleges. For that reason, and based on personal observation, I believe that many American Indian instructors at the tribal colleges do value the Non-Indian instructors. In addition, the tribal colleges want the American Indian graduates to walk confidently in mainstream society as well as in their own cultural communities. The blend of American Indian and Non-Indian instructors contributes to this cross-cultural learning process in a protected environment.

As the theme analysis revealed, tribal college administrators sometimes have to deal with charges of unfairness and prejudice from both tribal and non-tribal instructors. They also have to walk a fine line between upholding academic freedom, on one hand, and responding to the sometimes conflicting wishes of their respective tribal communities, on the other. The difficulty of this task is evident in the anger some instructors expressed about "tribal politics." Tribal college administrators might wish to find ways to further explore what the instructors mean by this charge.

American Indian instructors' expression of greater dissatisfaction with administrative commitment to the college mission is a valuable piece of information for administrators. Meetings with American Indian instructors would help clarify reasons for this dissatisfaction, which, like all the other ethnicity-related tensions, may be variations of the ethnicity-related stressors described by Hagedorn (2000).

Interestingly, the term "racism" did not appear at all in the responses to open-ended questions. A couple of instructors described both internalized and institutionalized racism, but they used the word "prejudice" rather than "racism." This may mean that

tribal college instructors have learned to be cautious about using the harsher term; that the tribal colleges screen fairly well for racism during the hiring process; that the topic was not a major campus concern for most respondents; or that the topic was a concern, but respondents did not feel safe in naming it in the survey. Exploring ethnicity-related tensions would be a valuable qualitative research project.

An intriguing significant difference revealed by the survey related to whether the instructors thought it was important to have more American Indian faculty members at their respective tribal colleges. Although a majority of American Indian and Non-Indian instructors thought it was important, some American Indian instructors indicated ambivalence, as did considerably more Non-Indian instructors. An open-ended question related to this item on the survey would have helped clarify the reasons for these responses.

What was most notable in the comparisons of American Indian and Non-Indian job satisfaction was how little difference there was between the two groups. Their overall job satisfaction ratings were nearly identical (3.68 American Indian instructors, 3.85 Non-Indian instructors, on a scale of 1 to 5). Even in the four areas of significant difference listed above, the differences were not extreme. Although American Indian faculty members, as a group, were clearly dissatisfied with benefits and continuing education funding, Non-Indian faculty members rated each only in the low neutral range. Both groups rated administrative commitment to mission in the neutral range, although at opposite ends of the range. Non-Indian instructors, as a group, were clearly satisfied with their academic preparedness to teach, but American Indian instructors, as a group, were not dissatisfied, as indicated by their self-rating in the high neutral range.

That half of Montana tribal college instructors were considering leaving their tribal colleges within the next three years to accept a full-time job *not* at a tribal college, with American Indian instructors even more likely than Non-Indian instructors to do so, is certainly a cause for administrative concern. Interestingly, the instructors did not express the same interest in seeking work at another tribal college. This could be a reflection of the frustration many expressed about time/workload stress at their respective tribal colleges. Tribal college leaders will surely want to identify the reasons for this finding.

### *Gender-based Differences*

Hagedorn's (2000) literature review that found female instructors less satisfied with salary and benefits than male instructors was not reinforced by this study. In every area of significant difference, men were less satisfied: job security, salary, academic preparedness of other instructors at their tribal colleges, effectiveness of overall college leadership, Career Center services, and the degree to which their campuses reflect local tribal culture, orient new faculty members to local culture, integrate local tribal culture into faculty development, and integrate local tribal language.

It is intriguing that four of the nine areas related to culture. Why men were more dissatisfied than women is worthy of additional research, but what may be more valuable information for tribal college administrators is that neither men nor women, as a group, indicated satisfaction in any of the culture-related areas, as indicated by ratings below 4 on a scale of 1 to 5. Both groups communicated a desire for more help integrating culture into courses. This was equally true for the Indian and Non-Indian groups.



Some of the other gender-related differences, such as job security and salary, may have been a result of gender role socialization and expectations. In spite of massive social changes in the last forty years, many men have been raised to see themselves as the primary breadwinners. They may therefore feel more anxious about the tribal colleges' one-year-at-a-time employment contracts. Likewise, women have generally been raised to be more compliant and supportive, which may explain why they expressed less criticism of their colleagues' academic preparedness and the effectiveness of college leadership. On the other hand, it is worth noting that, as a group, neither male nor female instructors expressed actual satisfaction in any of these areas. The female instructors were just relatively more satisfied.

That so few mentioned sexism as a concern may mean that tribal colleges have done a good job of educating male employees about sexism; that the colleges screen fairly well for sexism during the hiring process; that the concern was present but was not a major issue for most female respondents; or that the concern was present, but the respondents did not feel safe in addressing it in the survey. It is worth noting that the two women who did refer to prejudice against women in the theme analysis were American Indian women. This may be because the college(s) where these women work have done less to educate their respective campuses about sexism; because there actually is more prejudice against American Indian women at these colleges; or possibly because American Indian women have higher expectations for equal treatment at a tribal college than Non-Indian women. Exploring gender-related tensions would be another valuable qualitative research project.

As with the American Indian and Non-Indian comparisons, what was most notable in the comparisons of male and female instructors was how much agreement there was between the two groups in most job satisfaction areas. In addition, the two groups' overall job satisfaction ratings were also nearly identical. On a scale of 1 to 5, male instructors rated overall job satisfaction 3.68, female instructors, 3.89; American Indian instructors rated it 3.68, non- Indian instructors, 3.85.

#### *Age-based Differences*

Instructors under age 47 were significantly less satisfied than older instructors with their own commitment and motivation as instructors, with the effectiveness of their academic dean/vice president, and with the financial aid office on their respective campuses. It is important to note that both groups were actually satisfied with their commitment and motivation as instructors; they simply differed in degree of satisfaction. On the other hand, neither group expressed satisfaction with the leadership of their respective academic deans/vice presidents, but the younger group was clearly dissatisfied, while the older group fell into the neutral range. This is another area where the significant difference may be less important than learning more about faculty leadership expectations.

The disparity over appreciation of the financial aid office is a mystery. Also a mystery is why the instructors under age 47 had a significantly different perspective than older instructors on whether it was important to hire more American Indian faculty members. It is possible that more of the younger instructors are American Indians, since this same difference appeared between American Indian and Non-Indian instructors. The same degree of difference did not appear in the experience-based comparisons, however.

### *Experience-based Differences*

The experience-based comparisons revealed only one area of significant difference—"my academic preparedness to teach the courses I teach"—although both groups rated themselves as satisfied. Instructors who had taught longer at their respective colleges were just relatively more satisfied. As seen above, Non-Indian instructors were significantly more satisfied in this area, as well, so there may be a connection. The newer faculty members may be predominantly American Indian.

### *Salary-based Differences*

Instructors making \$35,000 or less were significantly less satisfied with benefits, their computers, the financial aid office, and the business office than those making more. Instructors making over \$35,000 were significantly less satisfied with their workload, time available for class preparation, time available for academic interaction with faculty from other department, perception of administrative commitment to the college mission, effectiveness of the faculty evaluation process, and degree to which their campus provides resources for integrating culture into courses.

At Salish Kootenai College, all full-time instructors are currently provided with state of the art laptop computers. Something similar may be true at most of the other tribal colleges, since both salary-based groups expressed satisfaction in this area. Why the lower-salaried group expressed somewhat less satisfaction is unclear. Instructors making less salary are most likely instructors who are newer to their respective colleges. Perhaps these newer instructors do not receive the same quality of attention by technology support personnel at some of the colleges as the instructors who have been

around longer. This may also be true in relation to some of the financial aid and business offices. Additional research is needed to explain these areas of significant difference.

As mentioned in the American Indian/Non-Indian discussion above, dissatisfaction with benefits likely has to do with one or more of the colleges providing no benefits or limited benefits. It would make sense that the lower-salaried instructors would be more dissatisfied with this situation. It is worth noting that the higher-salaried group was not actually satisfied with benefits either, as indicated by their neutral rating.

Higher-salaried instructors as a group were significantly less satisfied with their salaries than lower-salaried instructors, although both groups rated salary in the neutral range. Why the lower-salaried instructors were more satisfied is a mystery.

Perhaps the reason for the significant differences in satisfaction levels related to workload and time for class preparation was that instructors who earn more are carrying heavier workloads. If so, this could also be a reason that the higher-salaried instructors are less satisfied with salary. Both groups rated these items in the neutral range, although at opposite ends.

Higher-paid instructors, as a group, were dissatisfied with time available for academic interaction with other faculty members, the faculty evaluation process, and resources provided for integrating culture into courses, whereas the lower-paid instructors ranked these areas in the neutral range. One possible explanation for the difference related to time might have been that many of these instructors were serving or had recently served as department chairs, an added responsibility which typically receives little extra financial compensation and takes considerable extra time. This is just

conjecture, however. The most important aspect of these findings for academic leaders may be that neither group as a whole expressed overall satisfaction in any of these areas.

It should be noted that salary was found to be one of the areas of greatest dissatisfaction in both the combined-group t-test results and the results of the Montana comparison with the Voorhees study. Salary did not emerge strongly in the theme analysis until the instructors were asked to think about how to recruit and retain more American Indian faculty members: a majority of the respondents said higher pay would be necessary. This finding may help explain why so many instructors were considering leaving their tribal college positions for work *not* at a tribal college, and it is certainly an area that needs attention if the colleges want to attract and retain capable instructors.

### Conclusion

Compared to other institutions of higher education, tribal colleges are still in their infancy. In their short and dynamic existence they have contributed to enormous positive changes in Indian country. They provide a safe environment where students can gain confidence, explore possibilities, grow in knowledge, and learn to walk in two worlds with pride in culture and readiness for employment and leadership.

Tribal college instructors are central to this mission and vision. American Indian and Non-Indian, male and female, they serve as role models, mentors, and guides for tribal college students and each other. At their best, they are also cultural brokers, individuals who serve as bridges between cultures, not just on campus but in the surrounding communities. It is my sincere hope that this study will provide helpful information to tribal college leaders and the tribal college instructors as they create the future of tribal colleges.

I also hope this study will inspire more research about tribal college faculty members. Qualitative studies especially could provide deeper insight into the experience, knowledge, and wisdom of different groups: American Indians; Non-Indians; tribal descendants; men; women; American Indian tribal members working for their own tribes' college; American Indian tribal members working for another tribe's college; American Indians and Non-Indians who grew up on the reservations of their respective tribal colleges; instructors trying to work and earn advanced degrees at the same time; instructors who are parents, or single, or single parents; instructors struggling to integrate culture into curriculum and those who have successfully done so. The list could go on and on. Much remains to be learned about the interests, needs, and gifts of this unique population.

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## Appendix A: The Montana Tribal College Faculty Survey

Note: This is the survey as posted on the survey website. The type of question is indicated in brackets after each item. Asterisks in front of question numbers indicate forced answers; the person could not proceed without responding.

[Note: items 7 and 32 were intended to be forced-answer questions, but the researcher mistakenly put the asterisk in the wrong place.] "Randomized choice" means that the order in which the items appeared online varied from survey to survey, so that the order would not influence overall responses.

### Survey of Full-time Faculty at Montana Tribal Colleges, Fall 2004

#### Section 1. Welcome Page

Welcome to the survey website! Before proceeding, please read the consent form on the next page.

#### Section 2. Consent Form

Taking part in this dissertation research is entirely voluntary; you may exit the survey at any time. The survey takes about 20 minutes to complete (longer if you respond to optional open-ended questions).

Its purpose is to identify characteristics and assess job satisfaction of full-time instructors at Montana tribal colleges. Your participation will help inform those in leadership positions thinking about faculty needs.

This secure, encrypted website allows you to take the survey with confidentiality, even from the researcher, who will receive survey responses anonymously (that is, with identifiers such as names, e-mail addresses, and colleges removed). In addition, she will discuss survey responses only in the aggregate, not by individual survey. Data will be stored on a disk in a locked file.

To request a summary of survey results or ask for other information, contact the researcher at the e-mail address below:

Mary Herak Sand

Doctoral student, University of Montana Department of Education

Instructor, Salish Kootenai College

E-mail: mary\_sand@skc.edu

Home phone: (701) 764-6400

Dissertation chair: Rita Sommers-Flanagan, Ph.D.; (406) 243-4263

.....  
\* 1. I have read the above description of this study, and I wish to participate. (*Only those who indicate "yes" can proceed.*)

\_\_\_ Yes

\_\_\_ No

[Survey question type: Choice – One Answer (Vertical)]

### Section 3. Teaching Experience

This is the first page of the survey.

*Your responses to all items in this questionnaire are strictly confidential. They will be discussed only in the aggregate and not by individual survey.*

(Questions with asterisks before the number indicate that a response is needed in order to proceed to the next page.)

\*2. Which of the following applies to you? (Click on all that apply.)

- ☐ I'm the only faculty member in my department (i.e., a one-person department).
- ☐ I'm in a department with at least two faculty members.
- ☐ I am a department chair.
- ☐ I was a department chair last year.

[Survey question type: Choice – One Answer (Vertical)]

\*3. How many years have you been teaching full-time in higher education institutions? (Put a number in each box, please, even if it's a zero.)

Number of years teaching full-time at present tribal college (Write "first year" if this is your first year.)	_____
Number of years teaching full-time at <u>other</u> tribal college(s)	_____
Number of years teaching full-time at <u>non</u> -tribal college(s)	_____

Survey question type: Open-Ended – One or More Lines with Prompt]

\*4. Given the three-fold mission of tribal colleges and universities (to prepare students for further study in higher education, to educate them for a vocation, and to assist efforts of cultural preservation and revitalization), which of the following best describes all or most of the courses you teach?

- ☐ Cultural studies
- ☐ Vocational studies
- ☐ Academic studies
- ☐ Remedial studies

[Survey question type: Randomized choice – One Answer (Vertical)]

\*5. What is your *principal* field or discipline of teaching this year (for example, Math, Biology, General Studies, Native American Studies)? (If your contract is for "non-teaching faculty," please note that here.) \_\_\_\_\_

[Survey question type: Open-Ended – One Line with Prompt]

\*6. Did you ever teach part-time at your tribal college before getting the full-time teaching position?

☐ Yes

☐ No

[Survey question type: Choice – One Answer (Vertical)]

#### Section 4: Academic/Professional Background

Note: You can change answers in previous sections by clicking on "Prev" at the bottom of each page.

*Your responses to all items in this questionnaire are strictly confidential. They will be discussed only in the aggregate and not by individual survey.*

*(Questions with asterisks require responses in each box, in order to proceed to the following page.)*

7. \*Please list the highest college degree you have received. (Do not include honorary degrees. Write N/A in each box if you do not have a college degree.)

*(If you have earned more than one degree at the same level, please list the most recent degree here, and list the other degree in the following question. Be sure to put a response in each box.)*

Highest degree earned \_\_\_\_\_

Field \_\_\_\_\_

Year (If you don't recall the exact year, it's ok to guess.) \_\_\_\_\_

[Survey question type: Open-Ended – One or More Lines with Prompt]

8. Please list other academic degrees you have received. (Again, please do not include honorary degrees.) *(If you have more than one degree at the same level, please list the most recent degree first.)*

Prior highest degree earned, if any (degree, field) \_\_\_\_\_

Prior highest degree earned, if any (degree, field) \_\_\_\_\_

Prior highest degree earned, if any (degree, field) \_\_\_\_\_

[Survey question type: Open-Ended – One or More Lines with Prompt]

\*9. Are you currently working toward an academic degree?

☐ Yes

☐ No

[Survey question type: Choice – One Answer (Vertical)]

10. If your answer to the previous question was "yes," what is the academic degree toward which you are working? \_\_\_\_\_

[Survey question type: Open-Ended – One Line with Prompt]

11. How many other professional positions in higher education have you held, if any? \_\_\_\_\_

[Survey question type: Open-Ended – One Line with Prompt]

12. How many professional positions outside of higher education have you held, if any? \_\_\_\_\_

[Survey question type: Open-Ended – One Line with Prompt]



## Section 5. Reasons for Teaching at a Tribal College

Note: You can change answers in previous sections by clicking on "Prev" at the bottom of each page. Your responses to all items in this questionnaire are strictly confidential. They will be discussed only in the aggregate and not by individual survey.

13. What are your reasons for teaching at your tribal college? (Mark all that apply).

	Reasons I came	Reasons I stay
Grew up here	_____	_____
Want(ed) to live in area and this is the only college	_____	_____
Wanted to teach at my tribe's tribal college	_____	_____
I was recruited for this position.	_____	_____
Job opportunities in area for my spouse or partner	_____	_____
Other faculty positions weren't available elsewhere	_____	_____
To make a difference in the lives of others	_____	_____
Attracted to the challenge of tribal college teaching	_____	_____
Job security	_____	_____
Wanted to teach American Indian students	_____	_____
No pressure to publish	_____	_____
Wanted to conduct research in this location	_____	_____
Good geographic location	_____	_____
Good environment/schools for my children	_____	_____
Good instructional facilities and equipment	_____	_____
Cultural diversity	_____	_____
Good salary and benefits	_____	_____

[Survey question type: Matrix—Multiple Answers per Row]

## Section 6: Job Satisfaction

Your responses to all items in this questionnaire are strictly confidential. They will be discussed only in the aggregate and not by individual survey.

You will have space to reflect on any of the following items at the end of this section.

(Questions with asterisks require responses to each item, in order to proceed to the following page.)

\*14. How satisfied are you at present with the following aspects of your job? *(Be sure to click on one button in each row.)*

	Very dissatisfied	Some Somewhat dissatisfied	Neutral	Somewhat Somewhat satisfied	Very Satisfied	Not Applicable
My workload						
My job security						
My salary						
My benefits						
My work space/office						
My computer						
Funding for ongoing training in my field						
Opportunity for advancement						
Freedom to do outside consulting						
Spouse or partner employment opportunities in this geographic area						

[Survey question type: Matrix—One Answer per Row]

\*15. How satisfied are you with the following aspects of your job? *(Be sure to click on one button in each row.)* .

	Very dissatisfied	Somewhat dissatisfied	Neutral	Somewhat satisfied	Very satisfied
My authority to decide what courses I teach					
My authority to make decisions about course content and methods					
Authority to make decisions about other (non-instructional) aspects of my job					
Degree to which I feel I can impact departmental direction					
Degree to which I feel I can impact college direction					

[Survey question type: Matrix—One Answer per Row]

\*16. How satisfied are you with the following aspects of your job? *(Be sure to click on one button in each row.)*

	Very dissatisfied	Somewhat dissatisfied	Neutral	Somewhat satisfied	Very satisfied
Time available for class preparation					
Time available for teaching					
Time available for advising and mentoring students					
Time available for departmental work					
Time available for academic interaction with faculty in other departments					
Time available for professional development activities					
Time available for keeping informed/current in my field					
Time available for writing/publishing/presenting					

[Survey question type: Matrix—One Answer per Row]

\*17. How satisfied are you with yourself and your colleagues in terms of preparedness and commitment? *(Be sure to click on one button in each row.)*

	Very dissatisfied	Somewhat dissatisfied	Neutral	Somewhat satisfied	Very satisfied
My academic preparedness to teach the courses I teach					
My commitment and motivation as an instructor					
Academic preparedness of other full-time faculty at my tribal college					
Commitment and motivation of other full-time faculty at my tribal college					
Degree to which I feel supported by most other faculty					
Academic preparedness of part-time instructors at my tribal college					

[Survey question type: Matrix—One Answer per Row]

\*18. In general, how satisfied are you with the students you teach? *(Be sure to click on one button in each row.)*

	Very dissatisfied	Somewhat dissatisfied	Neutral	Somewhat satisfied	Very satisfied
Academic preparedness of the students I teach					
Academic motivation of the students I teach					
Academic performance of the students I teach					
Classroom behavior of the students I teach					

[Survey question type: Matrix—One Answer per Row]

\*19. How satisfied are you with the leadership at your tribal college? *(Be sure to click on one button in each row.)*

	Very dissatisfied	Somewhat dissatisfied	Neutral	Somewhat satisfied	Very satisfied
Administrative commitment to college mission					
Effectiveness of overall college leadership					
Accessibility of college leadership					
Effectiveness of academic dean/vice president					
Effectiveness of departmental leadership					
Effectiveness of faculty evaluation processes					
Effectiveness of new faculty orientation (campus-wide)					
Effectiveness of new faculty orientation (departmental)					

[Survey question type: Matrix—One Answer per Row]

\*20. How satisfied are you with the following campus support services? *(Be sure to click on one button in each row.)*

	Very dissatisfied	Somewhat dissatisfied	Neutral	Somewhat satisfied	Very satisfied
Registrar's Office					
Admissions Office					
Financial Aid Office					
Business Office					
Career Center/ Placement Office					
Counseling Services					
Bookstore					
Janitorial/Maintenance Services					

[Survey question type: Matrix—One Answer per Row; randomized choice]

\*21. How satisfied are you with the following aspects of cultural integration at your tribal college? *(Be sure to click on one button in each row.)*

	Very dissatisfied	Somewhat dissatisfied	Neutral	Somewhat satisfied	Very satisfied
Degree to which my college campus reflects local tribal culture(s)					
Degree to which my college orients new faculty members to local tribal history and culture(s)					
Degree to which my college integrates local tribal culture(s) into ongoing faculty development activities					
Degree to which my college integrates preservation of local tribal language(s) throughout the campus environment					
Degree to which my college provides me with guidance/ resources for integrating local tribal cultural information into course curriculum					
Degree to which I feel able to integrate local tribal cultural information into my courses					
Degree to which I feel able to integrate pan-Indian cultural information into my courses					

[Survey question type: Matrix—One Answer per Row]

\*22. Do you think it is important for your tribal college to have more American Indian faculty members?

- ☐ Yes  
☐ Not sure  
☐ No

[Survey question type: Randomized choice – One Answer (Vertical)]

\*23. Please rate your current overall job satisfaction

- ☐ Very dissatisfied  
☐ Somewhat dissatisfied  
☐ Neutral  
☐ Somewhat satisfied  
☐ Very satisfied

[Survey question type: Choice – One Answer (Vertical)]

24. During the next three years, how likely is it that you will leave this job to do the following? (*Be sure to click on one item in each row.*)

	Not at all likely	Somewhat likely	Likely	Very Likely	Definitely
Accept a <i>part-time</i> job at a different tribal college					
Accept a <i>full-time</i> job at a different tribal college					
Accept a <i>part-time</i> job <i>not</i> at a tribal college					
Accept a <i>full-time</i> job <i>not</i> at a tribal college					
Retire from the labor force					

[Survey question type: Matrix—One Answer per Row]

25 If you are thinking of leaving your job, which of the following is the primary reason? *If you are not thinking of leaving your job, go on to the next question.*

- ☐ Personal or family reasons unrelated to my job  
☐ Dissatisfaction with aspects of my job  
☐ A good job offer elsewhere for me  
☐ A good job offer elsewhere for my spouse/partner  
☐ Other (please specify) \_\_\_\_\_

[Survey question type: Randomized choice – One Answer (Vertical) with “Other” option]

25. Feel free to reflect on any aspects of job satisfaction or dissatisfaction.

[Survey question type: Open-ended—Essay]

## Section 7: Compensation

*Your responses to all items in this questionnaire are strictly confidential. They will be discussed only in the aggregate and not by individual survey. (Items with asterisks require responses in order to proceed to the following sections.)*

\*27. What is your salary from your tribal college for this 2004-2005 academic year? (*Enter dollar amount; if not sure, give your best estimate.*) \$\_\_\_\_\_.00

[Survey question type: Open-Ended – One Line with Prompt]

## Section 8: Sociodemographic Characteristics

*Your responses to all items in this questionnaire are strictly confidential. They will be discussed only in the aggregate and not by individual survey. (Items with asterisks require responses in order to proceed to the following sections.)*

\*28. What year were you born? \_\_\_\_\_

[Survey question type: Open-Ended – One Line with Prompt]

\*29. Sex

☐ Female

☐ Male

[Survey question type: Choice – One Answer (Vertical)]

\*30. Your current marital status:

☐ Single

☐ Married

☐ Living with partner, not married

☐ Separated

☐ Divorced

[Survey question type: Choice – One Answer (Vertical)]

\*31. What is your race/ethnicity? (Check all that apply)

☐ American Indian or Alaskan Native

☐ European American

☐ Latino or Hispanic

☐ African American

☐ Native Hawaiian or Other Pacific Islander

☐ Asian American

☐ Other (please specify) \_\_\_\_\_

[Survey question type: Choice – Multiple Answers (Vertical) with “Other” option]

32. \*Which of the following applies to you?

☐ a. Enrolled tribal member

☐ b. Child or grandchild of enrolled tribal member

☐ c. More distant descendant

☐ d. I'm not American Indian or Alaska Native

[Survey question type: Choice – One Answer (Vertical)]

\*33. If you chose a, b, or c above, are you currently working for your tribe's tribal college? (Click “not applicable” if you chose d.)

☐ Yes

☐ No

☐ Not applicable; I'm not American Indian.

[Survey question type: Choice – One Answer (Vertical)]

34. Feel free to reflect on any ways you believe your job satisfaction is affected by your age, sex, marital status, race/ethnicity, or tribal status.

[Survey question type: Open-ended—Essay]



## Section 9. Teaching and Course Preparation

You are almost finished! There is only one section left after this one.

*Your responses to all items in this questionnaire are strictly confidential. They will be discussed only in the aggregate and not by individual survey.*

35. What is the total number of classes or sections you are teaching this term?

*(If you are not teaching this term, write "N/A" in the boxes below)*

- Count multiple sections of the same course as separate classes. (For example, if you are teaching English 202 to two different groups of students this term, count this as two separate classes.)
- Count lab or discussion sections of a class as the same class. For example, if you are teaching Biology 202 to a group of students this term and the class consists of a lecture two times a week, a lab one day a week, and a discussion section one day a week, count this work as one class.
- Do not include independent study courses or new courses you are developing for some future term. Please note this work in #38 below.

Total number of classes or sections I am teaching this term: \_\_\_\_\_

Total number of credit hours I am teaching this term: \_\_\_\_\_

[Survey question type: Open-Ended – One or More Lines with Prompt]

36. How many different course *preparations* do these classes/sections represent?

- Count preparation of two sections of the same class (e.g., English 202) as one course preparation.
- Do not include independent study courses or new courses you are developing for some future term.

Number of different courses I had to prepare for this term: \_\_\_\_\_

[Survey question type: Open-Ended – One or More Lines with Prompt]

37. How many of the classes/sections you are teaching this term are remedial? (*Do not include independent study courses.*) \_\_\_\_\_

[Survey question type: Open-Ended – One or More Lines with Prompt]

38. Independent study and new course development:

Number of independent study courses I am teaching this term: \_\_\_\_\_

Number of *credits* of independent study courses I am teaching this term: \_\_\_\_\_

Number of new courses I have been assigned to develop this term: \_\_\_\_\_

[Survey question type: Open-Ended – One or More Lines with Prompt]

39. During last year (2003-2004 academic year), how many hours per week on average did you spend at each of the following per week? (Just give your best guess.) *If you are new to your job this year, please write "new" in the first box and go on to the next question:*

Activity	Average Number of Hours Per Week
All paid activities at your tribal college (e.g., teaching, advising, class preparation, research, administration, clinical service, grantwriting)	_____
Other encouraged activities at your tribal college (e.g., attending student evening/weekend activities, family nights, sports events)	_____
Paid activities outside your tribal college (e.g., consulting, working on other jobs)	_____
Unpaid (pro bono) professional service activities outside your tribal college (e.g., participation in service groups, pow wow organizing, writing grants for community groups)	_____
Family-related community activities unconnected to the tribal college (e.g., your children's sports events)	_____

[Survey question type: Open-Ended – One or More Lines with Prompt]

## Section 10. Reflections on Teaching at a Tribal College

Use this section to reflect on your tribal college teaching experience, if you wish.

*Your responses to all items in this questionnaire are strictly confidential. They will be discussed only in the aggregate and not by individual survey.*

40. Feel free to reflect on anything you find uniquely rewarding about teaching at a tribal college.

[Survey question type: Open-ended—Essay]

41. Feel free to reflect on anything you find uniquely challenging about teaching at a tribal college.

[Survey question type: Open-ended—Essay]

42. Feel free to reflect on what might help your tribal college recruit and retain more American Indian faculty members.

[Survey question type: Open-ended—Essay]

## Section 11. Closing

Thank you for taking the time to respond to this survey! To request a brief summary of survey results or ask any questions, please e-mail me. You may exit by closing the window or going to another website.

Mary Herak Sand  
[mary\\_sand@skc.edu](mailto:mary_sand@skc.edu)

## Appendix B: Letter to Montana Tribal College Presidents/Vice Presidents

Dear [College President]:

As indicated by Dr. Joe McDonald, I am planning to conduct a survey this fall of all full-time instructors at Montana tribal colleges. It is my hope that this dissertation project will be useful to Montana tribal college administrators in recruiting and retaining faculty members.

The survey (sample attached) is a modification of the job satisfaction survey conducted in 2003 by the American Indian College Fund and the American Indian Higher Education Consortium. That survey was sent to all full-time tribal college faculty members in the United States. It had a 38% response rate and was anonymous, and may or may not have accurately reflected the characteristics and attitudes of Montana instructors.

This survey will be done anonymously through the same secure survey website used in the AIGC/AIHEC study, <surveymonkey.com>. It will be even more secure, in that even I will not know which instructors respond, because the survey site will remove names and e-mail addresses before sending me the responses.\*

I hope you will assist me by having someone on your staff e-mail me the names and campus e-mail addresses of your current full-time faculty, preferably by Monday, August 16<sup>th</sup>, 2004. I will e-mail the instructors an introduction at the beginning of the school year, letting them know they will receive the survey web link two weeks later. Two weeks later the site will send them the survey web link, and two weeks after that it will automatically send a second invitation to any e-mail addresses that have not responded. When the dissertation is complete, I will send the survey results to all Montana tribal college presidents, academic vice presidents, and full-time instructors.

As Dr. McDonald mentions, I am a full-time instructor at SKC. I am currently teaching online from Killdeer, North Dakota. If you have any questions, please call, or e-mail me at the address below. If I have not received an e-mail list (full-time faculty only) from you or a representative by August 16th, I will contact you again by phone or e-mail.

Sincerely,

Mary Herak Sand  
mary\_sand@skc.edu  
(701) 764-6400

cc: Dean of Academic Affairs

[\*Note: Although the researcher initially understood that this service was available from Surveymonkey, she learned upon receipt of the survey results that it was not. The researcher removed all identifying information before reviewing any of the individual results, thereby remaining blind to respondent identity.]

## Appendix C: Letter from Dr. Joseph McDonald to Other Tribal College Presidents



### Salish Kootenai College

P.O. Box 70  
Pablo, Montana 59855  
Ph. (406) 275-4800  
Fax (406) 275-4801



June 15, 2004

Dear Montana Tribal College Presidents,

One of our faculty members, Mary Herak Sand, is doing dissertation research on full-time faculty at Montana tribal colleges. She will be looking at faculty job satisfaction and how it compares by gender, teaching experience, race/ethnicity, salary, and academic degree level.

Mary has worked at Salish Kootenai College for the past 12 years, ten of those as counselor/instructor and two as Human Services instructor. I believe that she is committed to conducting research that serves tribal colleges and is respectful to American Indian people. I am one of two Indian educators she has invited to be unofficial advisors on her dissertation research. Dr. Deborah Wetsit His Horse Is Thunder has also agreed to be an unofficial advisor, and Dr. Kathryn Shanley is on her dissertation committee.

Mary will be sending the survey access website directly to the faculty members in the fall, but wants to notify all of the college presidents and, through you, the academic vice presidents, in case anyone asks you about it.

I hope you will provide Mary with the college e-mail addresses of your full-time faculty members so she can conduct this research, which I believe will help us think about the needs and concerns of our faculty members.

Please contact me if you have any questions: (406) 275-4959, [joe\\_mcdonald@skc.edu](mailto:joe_mcdonald@skc.edu).

Yours truly,

Joseph McDonald  
President, Salish Kootenai College

## **Appendix D: Second Letter Montana Tribal College Presidents/Vice Presidents**

Dear [College President and Academic Vice President]:

A month ago I sent you both a draft of a job satisfaction survey that I planned to send to full-time Montana tribal college faculty at the end of this month. Since that time, I have made some revisions in the survey (attached; 9/1/04 draft), changes that I believe will make the results more useful. The purpose of this letter is just to keep you informed; I will be sending the survey website address directly to the full-time faculty.

The design changes resulted from actually entering the survey into the survey website. A question that had three parts had to be turned into three separate questions, for example, and I needed to create “sections” to break up the online visual monotony.

As I proceeded, a few new job satisfaction items also seemed necessary to make the survey more useful (leadership, support services, academic preparedness, and cultural integration). Dr. Deborah His Horse Is Thunder and Dr. Kathryn Shanley helped me create the cultural integration items.

Thank you for sending me the email addresses of your full-time faculty. If enough instructors respond, I believe the survey results will be helpful to Montana tribal college administrators in thinking about recruitment and retention of faculty.

If you have any questions, please call, or e-mail me at the address below.

Sincerely,

Mary Herak Sand, Ed.S.

Doctoral student, University of Montana Department of Education

Instructor, Salish Kootenai College

E-mail: mary\_sand@skc.edu

Home phone: (701) 764-6400; SKC message phone (406) 275-4877

Dissertation Chair: Rita Sommers-Flanagan, Ph.D.; (406) 243-4263

## **Appendix E: Introduction e-Mail to Montana Tribal College Faculty**

Dear Full-time Instructors at Montana Tribal Colleges,

This note is to introduce myself and let you know that in two weeks I will be emailing you an invitation to participate in a dissertation research project, an online job satisfaction survey of full-time Montana tribal college faculty.

I've chosen this topic because I've worked full-time at a Montana tribal college (Salish Kootenai College) for the past twelve years, first as counselor/instructor, then as online instructor. (I'm currently teaching online from North Dakota, which is why my area code is 701.) I have a deep admiration for tribal college instructors. My hope is that this project will provide an opportunity for you to communicate your thoughts and suggestions about what works for you and what could be improved in relation to job satisfaction.

You will be able to take the survey conveniently and anonymously through a secure, encrypted survey website. I'll send the link in two weeks.

I sincerely hope you will participate when the time comes. If you have any questions, please call or e-mail me.

Sincerely,

Mary Herak Sand

Doctoral student, University of Montana Department of Education

Instructor, Salish Kootenai College

E-mail: mary\_sand@skc.edu

Home phone: (701) 764-6400; SKC message phone (406) 275-4877

Dissertation Chair: Rita Sommers-Flanagan, Ph.D.: (406) 243-4263

p.s. If you are not a full-time faculty member, please let me know and I will remove your name from my mailing list.

## **Appendix F: Survey e-Mail Invitation**

Dear [Name],

Two weeks ago I sent you a note saying I'd soon be inviting you to participate in a job satisfaction survey of full-time faculty members at Montana tribal colleges. This is that invitation.

You may take the survey conveniently and anonymously at the secure web link below. The survey takes 15-20 minutes to complete (a little longer if you choose to respond to the optional open questions).

As someone who has worked at a tribal college for many years, I know how busy you are. Even so, I hope you will take the time to respond, so that your unique perspective is included.

Your responses will be confidential, even from me; the survey site will remove identifiers such as names and e-mail addresses before sending me results.\* For further confidentiality, I will discuss results only in the aggregate, not by individual survey.

If you are interrupted while taking the survey, you can return later to where you left off, as long as you use the same computer. (Don't let anyone else take the survey on the same computer, though, or this won't work.) The survey website will automatically send you a brief reminder in two weeks, if you have not responded by that time.

If you experience any difficulties or have any questions, please contact me. Anyone interested may request a summary of the survey results.

Here is a link to the survey:

<https://www.surveymonkey.com/s.asp?A=43608591E2352>

Thank you for your participation,

Mary Herak Sand, Ed.S.

Doctoral student, University of Montana Department of Education

Instructor, Salish Kootenai College

E-mail: [mary\\_sand@skc.edu](mailto:mary_sand@skc.edu)

Home phone: (701) 764-6400; SKC message phone (406) 275-4877

Dissertation Chair: Rita Sommers-Flanagan, Ph.D.: (406) 243-4263

[\*Note: Although the researcher initially understood that this service was available from Surveymonkey, she learned upon receipt of the survey results that it was not. The researcher removed all identifying information before reviewing any of the individual results, thereby remaining blind to respondent identity.]

## **Appendix G: Reminder e-mail Notice to Montana Tribal College Faculty**

Dear [Name]:

Two weeks ago I sent you an invitation to participate in a job satisfaction survey of full-time Montana tribal college instructors. As pre-arranged, the survey website is now sending this automatic reminder to e-mail addresses that have not yet responded.

I hope you will make time in your busy schedule to take the survey, so that your perspective is included in the results. You may take the survey conveniently and anonymously at the secure web address below. It takes about 15-20 minutes, a little longer if you respond to the optional open questions.

The survey closes the evening of November 15<sup>th</sup>. Please contact me if you have any questions or wish to receive a summary of survey results.

Here is a link to the survey: [SurveyLink]

With appreciation,

Mary Herak Sand, Ed.S.

Doctoral student, University of Montana Department of Education

Instructor, Salish Kootenai College

E-mail: mary\_sand@skc.edu

Home phone: (701) 764-6400; SKC message phone (406) 275-4877

Dissertation Chair: Rita Sommers-Flanagan, Ph.D.: (406) 243-4263



## **Appendix H: Final Reminder to Montana Tribal College Faculty**

Dear [Name]:

With mid-term mop-up, full e-mail boxes, election exhaustion, and the normal stresses and strains of teaching, you may have set aside the e-mail invitation I sent you two weeks ago to participate in a job satisfaction survey of full-time Montana tribal college instructors. I hope you will make time in your busy schedule now to take the survey, so that your perspective is included in the results.

You may take the survey conveniently and anonymously at the secure web address below. It takes about 15-20 minutes, a little longer if you respond to the optional open questions.

The survey closes the evening of November 15<sup>th</sup>. Please contact me if you have any questions or wish to receive a summary of survey results.

Here is a link to the survey: [SurveyLink]

With appreciation,

Mary Herak Sand

Doctoral student, University of Montana Department of Education

Instructor, Salish Kootenai College

E-mail: mary\_sand@skc.edu

Home phone: (701) 764-6400; SKC message phone (406) 275-4877

Dissertation chair: Rita Sommers-Flanagan, Ph.D.: (406) 243-4263

## Appendix I: American Indian/Non-Indian Group Statistics

American Indian/ Non-Indian Group Statistics	American Indian vs. Non Indian	N	Mean	Std. Deviation	Std. Error Mean
Satisfaction with workload	1 American Indian	25	3.76	1.091	.218
	7 Non-Indian	47	3.21	1.301	.190
Satisfaction with job security	1 American Indian	25	3.44	1.325	.265
	7 Non-Indian	47	2.96	1.444	.211
Satisfaction with salary	1 American Indian	25	3.00	1.414	.283
	7 Non-Indian	47	2.96	1.268	.185
Satisfaction with benefits	1 American Indian	25	2.68	1.492	.298
	7 Non-Indian	47	3.38	1.360	.198
Satisfaction with work space	1 American Indian	25	3.96	1.241	.248
	7 Non-Indian	47	4.26	1.031	.150
Satisfaction with computer	1 American Indian	25	4.36	1.221	.244
	7 Non-Indian	47	4.64	.764	.111
Satisfaction with continuing education funding	1 American Indian	25	2.72	1.137	.227
	7 Non-Indian	45	3.38	1.267	.189
Satisfaction with opportunity to advance	1 American Indian	24	2.92	.830	.169
	7 Non-Indian	44	3.05	1.160	.175
Satisfaction with freedom to do outside consulting	1 American Indian	24	4.13	1.035	.211
	7 Non-Indian	36	3.81	1.009	.168
Satisfaction with partner employment opportunities in area	1 American Indian	18	3.11	1.132	.267
	7 Non-Indian	37	3.54	1.169	.192
My authority to decide what courses I teach	1 American Indian	25	3.92	1.077	.215
	7 Non-Indian	47	3.98	1.113	.162
My authority to make decisions about course content	1 American Indian	25	4.36	.860	.172
	7 Non-Indian	47	4.55	1.017	.148
My authority to make decisions about noneducational aspects of job	1 American Indian	25	3.44	1.227	.245
	7 Non-Indian	47	3.32	1.304	.190
Degree to which I feel that I can impact departmental direction	1 American Indian	25	3.72	1.242	.248
	7 Non-Indian	47	4.06	1.205	.176
Degree to which I feel I can impact college direction	1 American Indian	25	3.40	1.258	.252
	7 Non-Indian	47	3.11	1.306	.191
Time available for class preparation	1 American Indian	25	3.60	1.041	.208
	7 Non-Indian	47	3.47	1.195	.174
Time available for teaching	1 American Indian	25	3.96	.935	.187
	7 Non-Indian	47	3.87	.992	.145
Time available for	1 American Indian	25	3.60	1.080	.216

advising and mentoring students	7 Non-Indian	47	3.51	1.214	.177
Time available for departmental work	1 American Indian	25	2.96	.935	.187
	7 Non-Indian	47	3.04	1.141	.166
Time available for academic interaction with faculty in other departments	1 American Indian	25	2.92	.862	.172
	7 Non-Indian	47	2.64	1.051	.153
Time available for professional development activities	1 American Indian	25	3.08	1.222	.244
	7 Non-Indian	47	2.89	1.108	.162
Time available for keeping informed/current in my field	1 American Indian	25	3.00	1.155	.231
	7 Non-Indian	47	2.70	1.196	.174
Time available for writing/publishing/presenting	1 American Indian	25	2.80	.913	.183
	7 Non-Indian	47	2.64	1.051	.153
My academic preparedness to teach courses I teach	1 American Indian	25	3.96	.889	.178
	7 Non-Indian	47	4.40	.681	.099
My commitment and motivation as an instructor	1 American Indian	25	4.48	.918	.184
	7 Non-Indian	47	4.66	.562	.082
Academic preparedness of other faculty at my tribal college	1 American Indian	25	3.52	.872	.174
	7 Non-Indian	47	3.72	.877	.128
Commitment of other faculty at my tribal college	1 American Indian	25	3.48	1.085	.217
	7 Non-Indian	47	3.74	1.206	.176
Degree to which I feel supported by most other faculty	1 American Indian	25	3.68	1.108	.222
	7 Non-Indian	47	3.89	.983	.143
Academic preparedness of part-time faculty	1 American Indian	25	3.44	.768	.154
	7 Non-Indian	47	3.30	1.159	.169
Academic preparedness of the students I teach	1 American Indian	25	2.80	1.354	.271
	7 Non-Indian	47	2.40	1.056	.154
Academic motivation of the students I teach	1 American Indian	25	3.28	1.208	.242
	7 Non-Indian	47	2.94	1.258	.184
Academic performance of the students I teach	1 American Indian	25	3.28	1.242	.248
	7 Non-Indian	47	3.17	.963	.140
Classroom behavior of the students I teach	1 American Indian	25	4.12	.971	.194
	7 Non-Indian	47	4.02	.921	.134
Administrative commitment to college mission	1 American Indian	25	3.28	1.308	.262
	7 Non-Indian	47	3.91	1.195	.174
Effectiveness of overall college leadership	1 American Indian	25	2.76	1.128	.226
	7 Non-Indian	47	3.28	1.363	.199
Accessibility of college leadership	1 American Indian	25	3.32	1.345	.269
	7 Non-Indian	47	3.81	1.345	.196
Effectiveness of	1 American Indian	25	2.88	1.394	.279

academic dean	7 Non-Indian	47	3.34	1.372	.200
Effectiveness of	1 American Indian	25	3.60	1.190	.238
departmental	7 Non-Indian	47	3.36	1.169	.171
leadership	1 American Indian	25	2.88	1.013	.203
Effectiveness of	7 Non-Indian	47	2.81	1.116	.163
faculty evaluation	1 American Indian	25	2.64	1.254	.251
process	7 Non-Indian	47	2.77	1.068	.156
Effectiveness of new	1 American Indian	25	2.96	1.274	.255
faculty orientation	7 Non-Indian	47	3.21	.977	.142
campus wide	1 American Indian	25	3.72	1.061	.212
Effectiveness of new	7 Non-Indian	47	3.77	1.127	.164
faculty orientation	1 American Indian	25	3.92	.954	.191
departmental	7 Non-Indian	47	3.68	.935	.136
Registrar's office	1 American Indian	25	3.92	.862	.172
	7 Non-Indian	47	4.06	.895	.130
Admissions office	1 American Indian	25	3.60	1.258	.252
	7 Non-Indian	47	3.94	1.071	.156
Financial Aid office	1 American Indian	25	3.44	1.121	.224
	7 Non-Indian	47	3.38	1.311	.191
Business office	1 American Indian	25	3.24	1.200	.240
	7 Non-Indian	47	3.53	1.100	.161
Career	1 American Indian	25	3.64	1.114	.223
Center/Placement	7 Non-Indian	47	3.23	1.108	.162
office	1 American Indian	25	3.64	1.114	.223
Counseling services	7 Non-Indian	47	3.53	1.333	.194
	1 American Indian	25	3.36	1.221	.244
Bookstore	7 Non-Indian	47	3.79	.954	.139
	1 American Indian	25	3.00	1.354	.271
Janitorial-	7 Non-Indian	47	3.04	1.197	.175
maintenance	1 American Indian	25	2.88	1.092	.218
services	7 Non-Indian	47	3.23	1.165	.170
Degree to which my	1 American Indian	25	3.12	1.201	.240
college campus	7 Non-Indian	47	3.06	1.111	.162
reflects local tribal	1 American Indian	25	3.00	1.190	.238
culture	7 Non-Indian	47	2.68	1.024	.149
Degree to which my	1 American Indian	25	3.76	1.300	.260
campus orients new	7 Non-Indian	47	3.21	1.062	.155
faculty members to	1 American Indian	25	3.60	1.190	.238
local culture					
Degree to which my					
college integrates					
local tribal culture					
into faculty					
development					
Degree to which my					
college integrates					
local tribal language					
Degree to which					
college provides					
resources for					
integrating culture					
into courses					
Degree to which I					
feel able to integrate					
local tribal culture					
into my courses					
Degree to which I					

feel able to integrate pan-Indian cultural information into my courses	7 Non-Indian	47	3.36	.987	.144
Think it important for more AI faculty members at your college	1 American Indian 7 Non-Indian	25 47	1.12 1.13	.440 .612	.088 .089
Rating of overall job satisfaction	1 American Indian 7 Non-Indian	25 47	3.68 3.85	1.249 1.161	.250 .169

## Appendix J: Gender-based-based Group Statistics

Gender-based Group Statistics	Gender of respondent	N	Mean	Std. Deviation	Std. Error Mean
Satisfaction with workload	1 Male	34	3.41	1.158	.199
	2 Female	38	3.39	1.346	.218
Satisfaction with job security	1 Male	34	2.74	1.286	.221
	2 Female	38	3.47	1.447	.235
Satisfaction with salary	1 Male	34	2.62	1.206	.207
	2 Female	38	3.29	1.334	.216
Satisfaction with benefits	1 Male	34	2.79	1.493	.256
	2 Female	38	3.45	1.329	.216
Satisfaction with work space	1 Male	34	4.21	1.095	.188
	2 Female	38	4.11	1.134	.184
Satisfaction with computer	1 Male	34	4.53	.825	.142
	2 Female	38	4.55	1.058	.172
Satisfaction with continuing education funding	1 Male	33	3.03	1.104	.192
	2 Female	37	3.24	1.383	.227
Satisfaction with opportunity to advance	1 Male	32	2.91	.995	.176
	2 Female	36	3.08	1.105	.184
Satisfaction with freedom to do outside consulting	1 Male	29	3.86	1.156	.215
	2 Female	31	4.00	.894	.161
Satisfaction with partner employment opportunities in area	1 Male	30	3.17	1.177	.215
	2 Female	25	3.68	1.108	.222
My authority to decide what courses I teach	1 Male	34	3.94	1.099	.189
	2 Female	38	3.97	1.102	.179
My authority to make decisions about course content	1 Male	34	4.56	.786	.135
	2 Female	38	4.42	1.106	.179
My authority to make decisions about noneducational aspects of job	1 Male	34	3.35	1.276	.219
	2 Female	38	3.37	1.282	.208
Degree to which I feel that I can impact departmental direction	1 Male	34	4.06	1.099	.189
	2 Female	38	3.84	1.326	.215
Degree to which I feel I can impact college direction	1 Male	34	3.03	1.337	.229
	2 Female	38	3.37	1.239	.201
Time available for class preparation	1 Male	34	3.41	1.104	.189
	2 Female	38	3.61	1.175	.191
Time available for teaching	1 Male	34	3.79	1.038	.178
	2 Female	38	4.00	.900	.146

Time available for advising and mentoring students	1 Male	34	3.47	1.134	.195
	2 Female	38	3.61	1.198	.194
Time available for departmental work	1 Male	34	3.00	1.101	.189
	2 Female	38	3.03	1.052	.171
Time available for academic interaction with faculty in other departments	1 Male	34	2.91	1.026	.176
	2 Female	38	2.58	.948	.154
Time available for professional development activities	1 Male	34	3.00	1.044	.179
	2 Female	38	2.92	1.239	.201
Time available for keeping informed/current in my field	1 Male	34	2.82	1.058	.181
	2 Female	38	2.79	1.298	.211
Time available for writing/publishing/presenting	1 Male	34	2.76	.923	.158
	2 Female	38	2.63	1.076	.175
My academic preparedness to teach courses I teach	1 Male	34	4.24	.699	.120
	2 Female	38	4.26	.860	.140
My commitment and motivation as an instructor	1 Male	34	4.47	.662	.114
	2 Female	38	4.71	.732	.119
Academic preparedness of other faculty at my tribal college	1 Male	34	3.41	.857	.147
	2 Female	38	3.87	.844	.137
Commitment of other faculty at my tribal college	1 Male	34	3.56	1.133	.194
	2 Female	38	3.74	1.201	.195
Degree to which I feel supported by most other faculty	1 Male	34	3.68	1.093	.187
	2 Female	38	3.95	.957	.155
Academic preparedness of part-time faculty	1 Male	34	3.21	1.067	.183
	2 Female	38	3.47	1.006	.163
Academic preparedness of the students I teach	1 Male	34	2.29	1.031	.177
	2 Female	38	2.76	1.261	.205
Academic motivation of the students I teach	1 Male	34	2.97	1.243	.213
	2 Female	38	3.13	1.256	.204
Academic performance of the students I teach	1 Male	34	3.06	1.071	.184
	2 Female	38	3.34	1.047	.170
Classroom behavior of the students I teach	1 Male	34	4.12	.913	.157
	2 Female	38	4.00	.959	.156
Administrative commitment to college mission	1 Male	34	3.47	1.354	.232
	2 Female	38	3.89	1.158	.188
Effectiveness of overall college leadership	1 Male	34	2.76	1.304	.224
	2 Female	38	3.39	1.242	.201
Accessibility of college leadership	1 Male	34	3.68	1.492	.256
	2 Female	38	3.61	1.242	.201

Effectiveness of academic dean	1 Male	34	2.97	1.467	.252
	2 Female	38	3.37	1.303	.211
Effectiveness of departmental leadership	1 Male	34	3.59	.957	.164
	2 Female	38	3.32	1.338	.217
Effectiveness of faculty evaluation process	1 Male	34	2.88	1.175	.201
	2 Female	38	2.79	.991	.161
Effectiveness of new faculty orientation campus wide	1 Male	34	2.71	.938	.161
	2 Female	38	2.74	1.288	.209
Effectiveness of new faculty orientation departmental	1 Male	34	3.12	.913	.157
	2 Female	38	3.13	1.234	.200
Registrar's office	1 Male	34	3.85	1.048	.180
	2 Female	38	3.66	1.146	.186
Admissions office	1 Male	34	3.68	1.007	.173
	2 Female	38	3.84	.886	.144
Financial Aid office	1 Male	34	3.94	.814	.140
	2 Female	38	4.08	.941	.153
Business office	1 Male	34	3.74	1.263	.217
	2 Female	38	3.89	1.034	.168
Career Center/ Placement office	1 Male	34	3.03	1.218	.209
	2 Female	38	3.74	1.178	.191
Counseling services	1 Male	34	3.29	1.115	.191
	2 Female	38	3.55	1.155	.187
Bookstore	1 Male	34	3.62	1.015	.174
	2 Female	38	3.16	1.175	.191
Janitorial-maintenance services	1 Male	34	3.56	1.133	.194
	2 Female	38	3.58	1.368	.222
Degree to which my college campus reflects local tribal culture	1 Male	34	3.32	1.093	.187
	2 Female	38	3.92	.969	.157
Degree to which my campus orients new faculty members to local culture	1 Male	34	2.62	1.045	.179
	2 Female	38	3.39	1.306	.212
Degree to which my college integrates local tribal culture into faculty development	1 Male	34	2.62	1.074	.184
	2 Female	38	3.55	1.032	.167
Degree to which my college integrates local tribal language	1 Male	34	2.68	1.173	.201
	2 Female	38	3.45	.978	.159
Degree to which college provides resources for integrating culture into courses	1 Male	34	2.56	1.078	.185
	2 Female	38	3.00	1.065	.173
Degree to which I feel able to integrate local tribal culture into my courses	1 Male	34	3.26	1.263	.217
	2 Female	38	3.53	1.084	.176
Degree to which I	1 Male	34	3.32	.976	.167



feel able to integrate pan-Indian cultural information into my courses	2 Female	38	3.55	1.132	.184
Think it important for more AI faculty members at your college	1 Male	34	1.18	.576	.099
	2 Female	38	1.08	.539	.087
Rating of overall job satisfaction	1 Male	34	3.68	1.173	.201
	2 Female	38	3.89	1.203	.195

### Appendix K: Age-based-based Group Statistics

Age-based Group Statistics	Age Groups	N	Mean	Std. Deviation	Std. Error Mean
Satisfaction with workload	1 Less than 47 yrs	33	3.55	1.201	.209
	2 47 yrs & older	39	3.28	1.297	.208
Satisfaction with job security	1 Less than 47 yrs	33	3.03	1.357	.236
	2 47 yrs & older	39	3.21	1.472	.236
Satisfaction with salary	1 Less than 47 yrs	33	3.12	1.364	.237
	2 47 yrs & older	39	2.85	1.268	.203
Satisfaction with benefits	1 Less than 47 yrs	33	2.88	1.453	.253
	2 47 yrs & older	39	3.36	1.405	.225
Satisfaction with work space	1 Less than 47 yrs	33	4.06	1.171	.204
	2 47 yrs & older	39	4.23	1.063	.170
Satisfaction with computer	1 Less than 47 yrs	33	4.61	1.029	.179
	2 47 yrs & older	39	4.49	.885	.142
Satisfaction with continuing education funding	1 Less than 47 yrs	32	2.94	1.014	.179
	2 47 yrs & older	38	3.32	1.416	.230
Satisfaction with opportunity to advance	1 Less than 47 yrs	32	3.16	.884	.156
	2 47 yrs & older	36	2.86	1.175	.196
Satisfaction with freedom to do outside consulting	1 Less than 47 yrs	29	4.10	1.113	.207
	2 47 yrs & older	31	3.77	.920	.165
Satisfaction with partner employment opportunities in area	1 Less than 47 yrs	26	3.31	1.192	.234
	2 47 yrs & older	29	3.48	1.153	.214
My authority to decide what courses I teach	1 Less than 47 yrs	33	3.91	1.100	.192
	2 47 yrs & older	39	4.00	1.100	.176
My authority to make decisions about course content	1 Less than 47 yrs	33	4.52	.906	.158
	2 47 yrs & older	39	4.46	1.022	.164
My authority to make decisions about non-educational aspects of job	1 Less than 47 yrs	33	3.36	1.270	.221
	2 47 yrs & older	39	3.36	1.287	.206
Degree to which I feel that I can impact departmental direction	1 Less than 47 yrs	33	4.00	1.173	.204
	2 47 yrs & older	39	3.90	1.273	.204
Degree to which I feel I can impact college direction	1 Less than 47 yrs	33	3.18	1.261	.220
	2 47 yrs & older	39	3.23	1.327	.213
Time available for class preparation	1 Less than 47 yrs	33	3.67	1.021	.178
	2 47 yrs & older	39	3.38	1.227	.197
Time available for teaching	1 Less than 47 yrs	33	3.85	.906	.158
	2 47 yrs & older	39	3.95	1.025	.164
Time available for advising and mentoring students	1 Less than 47 yrs	33	3.67	.990	.172
	2 47 yrs & older	39	3.44	1.294	.207

Time available for departmental work	1 Less than 47 yrs	33	3.27	1.008	.176
	2 47 yrs & older	39	2.79	1.080	.173
Time available for academic interaction with faculty in other departments	1 Less than 47 yrs	33	2.82	.917	.160
	2 47 yrs & older	39	2.67	1.060	.170
Time available for professional development activities	1 Less than 47 yrs	33	3.00	1.118	.195
	2 47 yrs & older	39	2.92	1.178	.189
Time available for keeping informed/current in my field	1 Less than 47 yrs	33	2.64	1.113	.194
	2 47 yrs & older	39	2.95	1.234	.198
Time available for writing/publishing/presenting	1 Less than 47 yrs	33	2.73	.977	.170
	2 47 yrs & older	39	2.67	1.034	.166
My academic preparedness to teach courses I teach	1 Less than 47 yrs	33	4.18	.846	.147
	2 47 yrs & older	39	4.31	.731	.117
My commitment and motivation as an instructor	1 Less than 47 yrs	33	4.39	.827	.144
	2 47 yrs & older	39	4.77	.536	.086
Academic preparedness of other faculty at my tribal college	1 Less than 47 yrs	33	3.52	.834	.145
	2 47 yrs & older	39	3.77	.902	.144
Commitment of other faculty at my tribal college	1 Less than 47 yrs	33	3.58	1.226	.213
	2 47 yrs & older	39	3.72	1.123	.180
Degree to which I feel supported by most other faculty	1 Less than 47 yrs	33	3.67	1.051	.183
	2 47 yrs & older	39	3.95	.999	.160
Academic preparedness of part-time faculty	1 Less than 47 yrs	33	3.24	1.032	.180
	2 47 yrs & older	39	3.44	1.046	.168
Academic preparedness of the students I teach	1 Less than 47 yrs	33	2.67	1.080	.188
	2 47 yrs & older	39	2.44	1.252	.201
Academic motivation of the students I teach	1 Less than 47 yrs	33	3.00	1.090	.190
	2 47 yrs & older	39	3.10	1.373	.220
Academic performance of the students I teach	1 Less than 47 yrs	33	3.06	.933	.162
	2 47 yrs & older	39	3.33	1.155	.185
Classroom behavior of the students I teach	1 Less than 47 yrs	33	3.94	.864	.150
	2 47 yrs & older	39	4.15	.988	.158
Administrative commitment to college mission	1 Less than 47 yrs	33	3.39	1.298	.226
	2 47 yrs & older	39	3.95	1.191	.191
Effectiveness of overall college leadership	1 Less than 47 yrs	33	2.85	1.202	.209
	2 47 yrs & older	39	3.31	1.360	.218
Accessibility of college leadership	1 Less than 47 yrs	33	3.58	1.458	.254
	2 47 yrs & older	39	3.69	1.280	.205
Effectiveness of academic dean	1 Less than 47 yrs	33	2.82	1.310	.228
	2 47 yrs & older	39	3.49	1.393	.223
Effectiveness of departmental leadership	1 Less than 47 yrs	33	3.61	1.029	.179
	2 47 yrs & older	39	3.31	1.280	.205

Effectiveness of faculty evaluation process	1 Less than 47 yrs	33	2.79	.927	.161
	2 47 yrs & older	39	2.87	1.196	.192
Effectiveness of new faculty orientation campus wide	1 Less than 47 yrs	33	2.85	1.093	.190
	2 47 yrs & older	39	2.62	1.161	.186
Effectiveness of new faculty orientation departmental	1 Less than 47 yrs	33	3.30	.847	.147
	2 47 yrs & older	39	2.97	1.246	.199
Registrar's office	1 Less than 47 yrs	33	3.85	1.093	.190
	2 47 yrs & older	39	3.67	1.108	.177
Admissions office	1 Less than 47 yrs	33	3.85	.834	.145
	2 47 yrs & older	39	3.69	1.030	.165
Financial Aid office	1 Less than 47 yrs	33	3.76	.867	.151
	2 47 yrs & older	39	4.23	.842	.135
Business office	1 Less than 47 yrs	33	3.55	1.277	.222
	2 47 yrs & older	39	4.05	.972	.156
Career Center/Placement office	1 Less than 47 yrs	33	3.30	1.104	.192
	2 47 yrs & older	39	3.49	1.355	.217
Counseling services	1 Less than 47 yrs	33	3.27	1.069	.186
	2 47 yrs & older	39	3.56	1.188	.190
Bookstore	1 Less than 47 yrs	33	3.21	1.053	.183
	2 47 yrs & older	39	3.51	1.167	.187
Janitorial-maintenance services	1 Less than 47 yrs	33	3.61	1.197	.208
	2 47 yrs & older	39	3.54	1.315	.211
Degree to which my college campus reflects local tribal culture	1 Less than 47 yrs	33	3.64	1.055	.184
	2 47 yrs & older	39	3.64	1.088	.174
Degree to which my campus orients new faculty members to local culture	1 Less than 47 yrs	33	2.82	1.211	.211
	2 47 yrs & older	39	3.21	1.260	.202
Degree to which my college integrates local tribal culture into faculty development	1 Less than 47 yrs	33	2.88	1.053	.183
	2 47 yrs & older	39	3.31	1.195	.191
Degree to which my college integrates local tribal language	1 Less than 47 yrs	33	3.03	1.185	.206
	2 47 yrs & older	39	3.13	1.105	.177
Degree to which college provides resources for integrating culture into courses	1 Less than 47 yrs	33	2.79	1.139	.198
	2 47 yrs & older	39	2.79	1.056	.169
Degree to which I feel able to integrate local tribal culture into my courses	1 Less than 47 yrs	33	3.58	1.173	.204
	2 47 yrs & older	39	3.26	1.163	.186
Degree to which I feel able to integrate pan-Indian cultural information into my courses	1 Less than 47 yrs	33	3.39	1.059	.184
	2 47 yrs & older	39	3.49	1.073	.172
Think it important for	1 Less than 47 yrs	33	.97	.529	.092

more AI faculty members at your college	2 47 yrs & older	39	1.26	.549	.088
Rating of overall job satisfaction	1 Less than 47 yrs	33	3.94	.998	.174
	2 47 yrs & older	39	3.67	1.325	.212

### Appendix L: Experience-based-based Group Statistics

Experience-based Group Statistics	Years of full-time teaching at current institution 1= Up to 7 years 2=7 years and more	N	Mean	Std. Deviation	Std. Error Mean
Satisfaction with workload	1	43	3.53	1.279	.195
	2	29	3.21	1.207	.224
Satisfaction with job security	1	43	3.21	1.473	.225
	2	29	3.00	1.336	.248
Satisfaction with salary	1	43	2.91	1.394	.213
	2	29	3.07	1.193	.222
Satisfaction with benefits	1	43	3.05	1.511	.230
	2	29	3.28	1.334	.248
Satisfaction with work space	1	43	3.98	1.205	.184
	2	29	4.41	.907	.168
Satisfaction with computer	1	43	4.44	1.098	.167
	2	29	4.69	.660	.123
Satisfaction with continuing education funding	1	42	3.00	1.269	.196
	2	28	3.36	1.224	.231
Satisfaction with opportunity to advance	1	41	3.07	1.034	.162
	2	27	2.89	1.086	.209
Satisfaction with freedom to do outside consulting	1	38	4.08	.912	.148
	2	22	3.68	1.171	.250
Satisfaction with partner employment opportunities in area	1	33	3.48	1.149	.200
	2	22	3.27	1.202	.256
My authority to decide what courses I teach	1	43	3.91	1.042	.159
	2	29	4.03	1.180	.219
My authority to make decisions about course content	1	43	4.35	1.110	.169
	2	29	4.69	.660	.123
My authority to make decisions about noneducational aspects of job	1	43	3.42	1.277	.195
	2	29	3.28	1.279	.237
Degree to which I	1	43	3.84	1.214	.185

feel that I can impact departmental direction	2	29	4.10	1.235	.229
Degree to which I feel I can impact college direction	1	43	3.21	1.337	.204
Time available for class preparation	2	29	3.21	1.236	.229
	1	43	3.65	1.066	.163
	2	29	3.31	1.228	.228
Time available for teaching	1	43	3.95	.925	.141
	2	29	3.83	1.037	.193
Time available for advising and mentoring students	1	43	3.63	1.092	.166
	2	29	3.41	1.268	.236
Time available for departmental work	1	43	3.00	1.024	.156
	2	29	3.03	1.149	.213
Time available for academic interaction with faculty in other departments	1	43	2.74	1.093	.167
	2	29	2.72	.841	.156
Time available for professional development activities	1	43	2.91	1.192	.182
	2	29	3.03	1.085	.201
Time available for keeping informed/current in my field	1	43	2.70	1.186	.181
	2	29	2.97	1.180	.219
Time available for writing/publishing/presenting	1	43	2.72	.908	.139
	2	29	2.66	1.143	.212
My academic preparedness to teach courses I teach	1	43	4.02	.859	.131
	2	29	4.59	.501	.093
My commitment and motivation as an instructor	1	43	4.51	.827	.126
	2	29	4.72	.455	.084
Academic preparedness of other faculty at my tribal college	1	43	3.58	.906	.138
	2	29	3.76	.830	.154
Commitment of other faculty at my tribal college	1	43	3.56	1.161	.177
	2	29	3.79	1.177	.218
Degree to which I feel supported by most other faculty	1	43	3.72	1.031	.157
	2	29	3.97	1.017	.189
Academic preparedness of part-time faculty	1	43	3.49	1.032	.157
	2	29	3.14	1.026	.190
Academic	1	43	2.51	1.183	.180

preparedness of the students I teach	2	29	2.59	1.181	.219
Academic motivation of the students I teach	1	43	2.93	1.298	.198
Academic performance of the students I teach	2	29	3.24	1.154	.214
Classroom behavior of the students I teach	1	43	3.19	1.139	.174
Administrative commitment to college mission	2	29	3.24	.951	.177
Effectiveness of overall college leadership	1	43	4.00	1.000	.152
Accessibility of college leadership	2	29	4.14	.833	.155
Effectiveness of academic dean	1	43	3.56	1.297	.198
Effectiveness of departmental leadership	2	29	3.90	1.205	.224
Effectiveness of faculty evaluation process	1	43	3.00	1.215	.185
Effectiveness of new faculty orientation	2	29	3.24	1.431	.266
Effectiveness of campus wide new faculty orientation	1	43	3.40	1.400	.213
Effectiveness of departmental Registrar's office	2	29	4.00	1.225	.227
Admissions office	1	43	3.07	1.387	.212
Financial Aid office	2	29	3.34	1.396	.259
Business office	1	43	3.56	1.181	.180
Career Center/Placement office	2	29	3.28	1.162	.216
Counseling services	1	43	2.98	.988	.151
	2	29	2.62	1.178	.219
	1	43	2.74	1.197	.183
	2	29	2.69	1.039	.193
	1	43	3.02	1.123	.171
	2	29	3.28	1.032	.192
	1	43	3.91	1.019	.155
	2	29	3.52	1.184	.220
	1	43	3.84	.974	.149
	2	29	3.66	.897	.167
	1	43	3.91	.895	.136
	2	29	4.17	.848	.157
	1	43	3.70	1.225	.187
	2	29	4.00	1.000	.186
	1	43	3.37	1.273	.194
	2	29	3.45	1.213	.225
	1	43	3.53	1.077	.164
	2	29	3.28	1.222	.227



Bookstore	1	43	3.35	1.270	.194
	2	29	3.41	.867	.161
Janitorial-maintenance services	1	43	3.51	1.298	.198
	2	29	3.66	1.203	.223
Degree to which my college campus reflects local tribal culture	1	43	3.77	.947	.144
	2	29	3.45	1.213	.225
Degree to which my campus orients new faculty members to local culture	1	43	3.16	1.308	.199
	2	29	2.83	1.136	.211
Degree to which my college integrates local tribal culture into faculty development	1	43	3.07	1.121	.171
	2	29	3.17	1.197	.222
Degree to which my college integrates local tribal language	1	43	3.28	1.054	.161
	2	29	2.79	1.207	.224
Degree to which college provides resources for integrating culture into courses	1	43	2.91	1.087	.166
	2	29	2.62	1.083	.201
Degree to which I feel able to integrate local tribal culture into my courses	1	43	3.42	1.029	.157
	2	29	3.38	1.374	.255
Degree to which I feel able to integrate pan-Indian cultural information into my courses	1	43	3.37	1.024	.156
	2	29	3.55	1.121	.208
Think it important for more AI faculty members at your college	1	43	1.05	.575	.088
	2	29	1.24	.511	.095
Rating of overall job satisfaction	1	43	3.67	1.248	.190
	2	29	3.97	1.085	.201

### Appendix M: Salary-based Group Statistics

Salary-based Group Statistics	Salary groups	N	Mean	Std. Deviation	Std. Error Mean
Satisfaction with workload	1 \$35,000 or less	34	3.82	1.086	.186
	2 Over \$35,000	37	3.00	1.291	.212
Satisfaction with job security	1 \$35,000 or less	34	3.18	1.381	.237
	2 Over \$35,000	37	3.08	1.479	.243
Satisfaction with salary	1 \$35,000 or less	34	2.76	1.304	.224
	2 Over \$35,000	37	3.22	1.272	.209
Satisfaction with benefits	1 \$35,000 or less	34	2.74	1.421	.244
	2 Over \$35,000	37	3.57	1.324	.218
Satisfaction with work space	1 \$35,000 or less	34	4.12	1.122	.192
	2 Over \$35,000	37	4.22	1.109	.182
Satisfaction with computer	1 \$35,000 or less	34	4.26	1.189	.204
	2 Over \$35,000	37	4.78	.584	.096
Satisfaction with continuing education funding	1 \$35,000 or less	33	3.03	1.262	.220
	2 Over \$35,000	36	3.28	1.256	.209
Satisfaction with opportunity to advance	1 \$35,000 or less	33	3.06	.899	.157
	2 Over \$35,000	34	2.97	1.193	.205
Satisfaction with freedom to do outside consulting	1 \$35,000 or less	30	3.97	1.129	.206
	2 Over \$35,000	29	3.86	.915	.170
Satisfaction with partner employment opportunities in area	1 \$35,000 or less	25	3.44	1.193	.239
	2 Over \$35,000	29	3.38	1.178	.219
My authority to decide what courses I teach	1 \$35,000 or less	34	3.94	1.071	.184
	2 Over \$35,000	37	3.97	1.142	.188
My authority to make decisions about course content	1 \$35,000 or less	34	4.62	.779	.134
	2 Over \$35,000	37	4.38	1.114	.183
My authority to make decisions about non-educational aspects of job	1 \$35,000 or less	34	3.56	1.260	.216
	2 Over \$35,000	37	3.19	1.288	.212
Degree to which I feel that I can impact departmental direction	1 \$35,000 or less	34	4.00	1.181	.202

	2 Over \$35,000	37	3.89	1.286	.211
Degree to which I feel I can impact college direction	1 \$35,000 or less	34	3.41	1.282	.220
	2 Over \$35,000	37	3.00	1.291	.212
Time available for class preparation	1 \$35,000 or less	34	3.79	1.008	.173
	2 Over \$35,000	37	3.24	1.211	.199
Time available for teaching	1 \$35,000 or less	34	4.09	.866	.148
	2 Over \$35,000	37	3.73	1.045	.172
Time available for advising and mentoring students	1 \$35,000 or less	34	3.79	1.038	.178
	2 Over \$35,000	37	3.30	1.244	.205
Time available for departmental work	1 \$35,000 or less	34	3.21	.978	.168
	2 Over \$35,000	37	2.84	1.143	.188
Time available for academic interaction with faculty in other departments	1 \$35,000 or less	34	3.00	.985	.169
	2 Over \$35,000	37	2.46	.931	.153
Time available for professional development activities	1 \$35,000 or less	34	3.06	1.099	.189
	2 Over \$35,000	37	2.89	1.197	.197
Time available for keeping informed/current in my field	1 \$35,000 or less	34	2.76	1.156	.198
	2 Over \$35,000	37	2.84	1.236	.203
Time available for writing/publishing/presenting	1 \$35,000 or less	34	2.68	1.007	.173
	2 Over \$35,000	37	2.73	1.018	.167
My academic preparedness to teach courses I teach	1 \$35,000 or less	34	4.09	.866	.148
	2 Over \$35,000	37	4.41	.686	.113
My commitment and motivation as an instructor	1 \$35,000 or less	34	4.50	.826	.142
	2 Over \$35,000	37	4.68	.580	.095
Academic preparedness of other faculty at my tribal college	1 \$35,000 or less	34	3.53	.992	.170
	2 Over \$35,000	37	3.78	.750	.123
Commitment of other faculty at my tribal college	1 \$35,000 or less	34	3.53	1.161	.199
	2 Over \$35,000	37	3.81	1.151	.189
Degree to which I feel supported by most other faculty	1 \$35,000 or less	34	3.88	1.094	.188
	2 Over \$35,000	37	3.76	.983	.162

Academic preparedness of part-time faculty	1	\$35,000 or less	34	3.38	1.101	.189
	2	Over \$35,000	37	3.32	1.002	.165
Academic preparedness of the students I teach	1	\$35,000 or less	34	2.68	1.224	.210
	2	Over \$35,000	37	2.38	1.114	.183
Academic motivation of the students I teach	1	\$35,000 or less	34	3.29	1.244	.213
	2	Over \$35,000	37	2.81	1.221	.201
Academic performance of the students I teach	1	\$35,000 or less	34	3.21	1.175	.202
	2	Over \$35,000	37	3.22	.976	.160
Classroom behavior of the students I teach	1	\$35,000 or less	34	4.18	.904	.155
	2	Over \$35,000	37	3.92	.954	.157
Administrative commitment to college mission	1	\$35,000 or less	34	3.41	1.258	.216
	2	Over \$35,000	37	4.00	1.202	.198
Effectiveness of overall college leadership	1	\$35,000 or less	34	3.00	1.255	.215
	2	Over \$35,000	37	3.24	1.321	.217
Accessibility of college leadership	1	\$35,000 or less	34	3.47	1.331	.228
	2	Over \$35,000	37	3.86	1.316	.216
Effectiveness of academic dean	1	\$35,000 or less	34	3.00	1.456	.250
	2	Over \$35,000	37	3.41	1.279	.210
Effectiveness of departmental leadership	1	\$35,000 or less	34	3.62	1.074	.184
	2	Over \$35,000	37	3.27	1.262	.207
Effectiveness of faculty evaluation process	1	\$35,000 or less	34	3.12	1.038	.178
	2	Over \$35,000	37	2.62	1.037	.170
Effectiveness of new faculty orientation campus wide	1	\$35,000 or less	34	2.68	1.173	.201
	2	Over \$35,000	37	2.76	1.116	.183
Effectiveness of new faculty orientation departmental	1	\$35,000 or less	34	3.18	1.029	.176
	2	Over \$35,000	37	3.08	1.164	.191
Registrar's office	1	\$35,000 or less	34	3.82	1.029	.176
	2	Over \$35,000	37	3.65	1.160	.191
Admissions office	1	\$35,000 or less	34	3.74	.898	.154
	2	Over \$35,000	37	3.81	.995	.164
Financial Aid office	1	\$35,000 or less	34	3.76	.890	.153
	2	Over \$35,000	37	4.22	.821	.135
Business office	1	\$35,000 or less	34	3.53	1.212	.208

	2 Over \$35,000	37	4.16	.898	.148
Career Center/Placement office	1 \$35,000 or less	34	3.21	1.225	.210
	2 Over \$35,000	37	3.62	1.233	.203
Counseling services	1 \$35,000 or less	34	3.41	1.019	.175
	2 Over \$35,000	37	3.51	1.193	.196
Bookstore	1 \$35,000 or less	34	3.29	1.194	.205
	2 Over \$35,000	37	3.46	1.070	.176
Janitorial-maintenance services	1 \$35,000 or less	34	3.53	1.261	.216
	2 Over \$35,000	37	3.59	1.279	.210
Degree to which my college campus reflects local tribal culture	1 \$35,000 or less	34	3.71	.970	.166
	2 Over \$35,000	37	3.59	1.166	.192
Degree to which my campus orients new faculty members to local culture	1 \$35,000 or less	34	3.00	1.303	.223
	2 Over \$35,000	37	3.11	1.173	.193
Degree to which my college integrates local tribal culture into faculty development	1 \$35,000 or less	34	3.03	1.141	.196
	2 Over \$35,000	37	3.24	1.116	.183
Degree to which my college integrates local tribal language	1 \$35,000 or less	34	3.29	1.060	.182
	2 Over \$35,000	37	2.95	1.153	.190
Degree to which college provides resources for integrating culture into courses	1 \$35,000 or less	34	3.09	1.083	.186
	2 Over \$35,000	37	2.57	1.015	.167
Degree to which I feel able to integrate local tribal culture into my courses	1 \$35,000 or less	34	3.44	1.186	.203
	2 Over \$35,000	37	3.32	1.156	.190
Degree to which I feel able to integrate pan-Indian cultural information into my courses	1 \$35,000 or less	34	3.47	1.161	.199
	2 Over \$35,000	37	3.38	.953	.157
Think it important for more AI faculty members at your college	1 \$35,000 or less	34	1.15	.610	.105
	2 Over \$35,000	37	1.11	.516	.085
Rating of overall job satisfaction	1 \$35,000 or less	34	3.85	1.132	.194
	2 Over \$35,000	37	3.70	1.244	.205

### Appendix N: American Indian/Non-Indian t-test Results

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Satisfaction with workload	Equal variances assumed	3.742	.057	1.793	70	.077	.547	.305	-.062	1.156
	Equal variances not assumed			1.892	57.027	.064	.547	.289	-.032	1.126
Satisfaction with job security	Equal variances assumed	.377	.541	1.388	70	.170	.483	.348	-.211	1.176
	Equal variances not assumed			1.425	52.876	.160	.483	.339	-.197	1.162
Satisfaction with salary	Equal variances assumed	.325	.571	.130	70	.897	.043	.327	-.609	.694
	Equal variances not assumed			.126	44.642	.900	.043	.338	-.638	.723
Satisfaction with benefits	Equal variances assumed	.484	.489	2.019	70	.047	-.703	.348	-1.398	-.008
	Equal variances not assumed			1.962	45.287	.056	-.703	.358	-1.425	.019
Satisfaction with work space	Equal variances assumed	1.902	.172	1.077	70	.285	-.295	.274	-.842	.252
	Equal variances not assumed			1.018	41.925	.315	-.295	.290	-.881	.290
Satisfaction with computer	Equal variances assumed	3.909	.052	1.189	70	.239	-.278	.234	-.745	.189
	Equal variances not assumed			1.037	34.268	.307	-.278	.268	-.824	.267
Satisfaction with continuing education	Equal variances assumed	1.784	.186	2.157	68	.035	-.658	.305	-1.266	-.049

funding	Equal variances not assumed			- 2.225	54.384	.030	-.658	.296	-1.250	-.065
Satisfaction with opportunity to advance	Equal variances assumed	1.536	.220	-.480	66	.633	-.129	.268	-.664	.407
	Equal variances not assumed			-.529	61.076	.599	-.129	.243	-.616	.358
Satisfaction with freedom to do outside consulting	Equal variances assumed	.001	.981	1.189	58	.239	.319	.269	-.218	.857
	Equal variances not assumed			1.183	48.579	.243	.319	.270	-.223	.862
Satisfaction with partner employment opportunities in area	Equal variances assumed	1.063	.307	1.291	53	.202	-.429	.333	-1.096	.238
	Equal variances not assumed			1.306	34.795	.200	-.429	.329	-1.097	.238
My authority to decide what courses I teach	Equal variances assumed	.001	.981	-.216	70	.830	-.059	.272	-.602	.485
	Equal variances not assumed			-.218	50.505	.829	-.059	.270	-.600	.483
My authority to make decisions about course content	Equal variances assumed	.013	.911	-.808	70	.422	-.193	.239	-.670	.284
	Equal variances not assumed			-.850	56.642	.399	-.193	.227	-.648	.262
My authority to make decisions about noneducational aspects of job	Equal variances assumed	.541	.465	.382	70	.704	.121	.316	-.510	.752
	Equal variances not assumed			.389	51.735	.699	.121	.311	-.502	.744
Degree to which I feel that I can impact departmental direction	Equal variances assumed	.650	.423	1.140	70	.258	-.344	.302	-.945	.258
	Equal variances not assumed			1.130	47.793	.264	-.344	.304	-.956	.268
Degree to which I feel I can impact college direction	Equal variances assumed	.058	.810	.920	70	.361	.294	.319	-.343	.930
	Equal variances not assumed			.930	50.702	.357	.294	.316	-.340	.927

Time available for class preparation	Equal variances assumed	1.512	.223	.466	70	.643	.132	.283	-.433	.697
	Equal variances not assumed			.486	55.281	.629	.132	.272	-.412	.676
Time available for teaching	Equal variances assumed	.019	.892	.364	70	.717	.088	.241	-.392	.568
	Equal variances not assumed			.371	51.684	.712	.088	.236	-.387	.562
Time available for advising and mentoring students	Equal variances assumed	.945	.334	.309	70	.758	.089	.290	-.488	.667
	Equal variances not assumed			.320	54.282	.750	.089	.279	-.471	.649
Time available for departmental work	Equal variances assumed	4.324	.041	-.310	70	.757	-.083	.266	-.613	.448
	Equal variances not assumed			-.330	58.104	.743	-.083	.250	-.584	.418
Time available for academic interaction with faculty in other departments	Equal variances assumed	1.561	.216	1.149	70	.255	.282	.245	-.207	.771
	Equal variances not assumed			1.221	58.039	.227	.282	.231	-.180	.744
Time available for professional development activities	Equal variances assumed	.273	.603	.656	70	.514	.186	.284	-.381	.753
	Equal variances not assumed			.636	45.080	.528	.186	.293	-.404	.776
Time available for keeping informed/current in my field	Equal variances assumed	.546	.462	1.018	70	.312	.298	.293	-.286	.882
	Equal variances not assumed			1.029	50.618	.308	.298	.289	-.283	.879
Time available for writing/publishing/presenting	Equal variances assumed	1.236	.270	.649	70	.518	.162	.249	-.335	.658
	Equal variances not assumed			.678	55.422	.500	.162	.238	-.316	.639
My academic preparedness to teach courses I	Equal variances assumed	.087	.768	2.366	70	.021	-.444	.188	-.819	-.070



teach	Equal variances not assumed			2.182	39.318	.035	-.444	.204	-.856	-.033
My commitment and motivation as an instructor	Equal variances assumed	3.097	.083	1.029	70	.307	-.180	.175	-.528	.168
	Equal variances not assumed			-.893	33.831	.378	-.180	.201	-.588	.229
Academic preparedness of other faculty at my tribal college	Equal variances assumed	.179	.673	-.939	70	.351	-.203	.217	-.636	.229
	Equal variances not assumed			-.940	49.349	.352	-.203	.216	-.638	.231
Commitment of other faculty at my tribal college	Equal variances assumed	.277	.600	-.917	70	.362	-.265	.289	-.840	.311
	Equal variances not assumed			-.948	53.811	.348	-.265	.279	-.825	.295
Degree to which I feel supported by most other faculty	Equal variances assumed	1.623	.207	-.840	70	.404	-.214	.254	-.721	.294
	Equal variances not assumed			-.810	44.279	.423	-.214	.264	-.745	.318
Academic preparedness of part-time faculty	Equal variances assumed	7.328	.009	.551	70	.583	.142	.258	-.372	.657
	Equal variances not assumed			.622	66.477	.536	.142	.228	-.314	.598
Academic preparedness of the students I teach	Equal variances assumed	3.136	.081	1.370	70	.175	.396	.289	-.180	.972
	Equal variances not assumed			1.270	39.872	.211	.396	.312	-.234	1.025
Academic motivation of the students I teach	Equal variances assumed	.490	.486	1.119	70	.267	.344	.307	-.269	.957
	Equal variances not assumed			1.133	50.840	.262	.344	.303	-.265	.953
Academic performance of the students I teach	Equal variances assumed	.994	.322	.416	70	.679	.110	.264	-.417	.637
	Equal variances not assumed			.385	39.671	.703	.110	.285	-.467	.687

Classroom behavior of the students I teach	Equal variances assumed	.905	.345	.425	70	.672	.099	.232	-.364	.562
	Equal variances not assumed			.418	46.835	.678	.099	.236	-.376	.574
Administrative commitment to college mission	Equal variances assumed	1.828	.181	2.077	70	.041	-.635	.306	-1.244	-.025
	Equal variances not assumed			2.020	45.376	.049	-.635	.314	-1.268	-.002
Effectiveness of overall college leadership	Equal variances assumed	3.811	.055	1.621	70	.109	-.517	.319	-1.152	.119
	Equal variances not assumed			1.718	57.590	.091	-.517	.301	-1.119	.085
Accessibility of college leadership	Equal variances assumed	.535	.467	1.467	70	.147	-.489	.333	-1.153	.176
	Equal variances not assumed			1.467	49.082	.149	-.489	.333	-1.158	.181
Effectiveness of academic dean	Equal variances assumed	.039	.844	1.348	70	.182	-.460	.341	-1.141	.221
	Equal variances not assumed			1.342	48.390	.186	-.460	.343	-1.150	.229
Effectiveness of departmental leadership	Equal variances assumed	.186	.668	.818	70	.416	.238	.291	-.342	.819
	Equal variances not assumed			.814	48.308	.420	.238	.293	-.350	.827
Effectiveness of faculty evaluation process	Equal variances assumed	1.418	.238	.267	70	.790	.071	.268	-.463	.606
	Equal variances not assumed			.275	53.366	.784	.071	.260	-.450	.593
Effectiveness of new faculty orientation campus wide	Equal variances assumed	1.612	.208	-.448	70	.655	-.126	.281	-.686	.434
	Equal variances not assumed			-.427	42.747	.672	-.126	.295	-.722	.470
Effectiveness of new faculty orientation	Equal variances assumed	2.794	.099	-.939	70	.351	-.253	.269	-.790	.284

departmental	Equal variances not assumed										
	Equal										
	variances										
	assumed										
Registrar's office	Equal	.008	.929								
	variances										
	assumed										
	Equal										
	variances										
	not										
	assumed										
Admissions office	Equal	.000	.995								
	variances										
	assumed										
	Equal										
	variances										
	not										
	assumed										
Financial Aid office	Equal	.138	.712								
	variances										
	assumed										
	Equal										
	variances										
	not										
	assumed										
Business office	Equal	1.937	.168								
	variances										
	assumed										
	Equal										
	variances										
	not										
	assumed										
Career Center/Placement office	Equal	1.432	.235								
	variances										
	assumed										
	Equal										
	variances										
	not										
	assumed										
Counseling services	Equal	.218	.642								
	variances										
	assumed										
	Equal										
	variances										
	not										
	assumed										
Bookstore	Equal	.974	.327								
	variances										
	assumed										
	Equal										
	variances										
	not										
	assumed										
Janitorial- maintenance services	Equal	1.504	.224								
	variances										
	assumed										
	Equal										
	variances										
	not										
	assumed										

Degree to which my college campus reflects local tribal culture	Equal variances assumed	3.197	.078	-	70	.106	-.427	.261	-.947	.093
	Equal variances not assumed			1.639						
				-	39.932	.136	-.427	.281	-.995	.141
Degree to which my campus orients new faculty members to local culture	Equal variances assumed	.337	.563	-.137	70	.891	-.043	.310	-.661	.576
	Equal variances not assumed			-.132	44.125	.896	-.043	.322	-.692	.607
Degree to which my college integrates local tribal culture into faculty development	Equal variances assumed	.652	.422	-	70	.214	-.354	.282	-.917	.209
	Equal variances not assumed			1.254						
				-	51.907	.207	-.354	.277	-.909	.201
Degree to which my college integrates local tribal language	Equal variances assumed	.267	.607	.199	70	.843	.056	.283	-.508	.620
	Equal variances not assumed			.194	45.861	.847	.056	.290	-.527	.640
Degree to which college provides resources for integrating culture into courses	Equal variances assumed	.151	.699	1.190	70	.238	.319	.268	-.216	.854
	Equal variances not assumed			1.136	43.122	.262	.319	.281	-.248	.886
Degree to which I feel able to integrate local tribal culture into my courses	Equal variances assumed	2.091	.153	1.924	70	.058	.547	.284	-.020	1.115
	Equal variances not assumed			1.808	41.342	.078	.547	.303	-.064	1.158
Degree to which I feel able to integrate pan-Indian cultural information into my courses	Equal variances assumed	1.976	.164	.907	70	.368	.238	.263	-.286	.762
	Equal variances not assumed			.856	41.862	.397	.238	.278	-.323	.800
Think it important for more AI faculty members at your college	Equal variances assumed	2.903	.093	-.055	70	.956	-.008	.138	-.284	.268
	Equal variances not assumed			-.061	63.678	.951	-.008	.125	-.258	.243
Rating of overall job satisfaction	Equal variances assumed	.715	.401	-.580	70	.564	-.171	.295	-.759	.417

Equal variances not assumed			-.567	46.040	.574	-.171	.302	-.778	.436
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### Appendix O: Gender-based t-test Results

Gender-based t-test Results		Levene's Test for Equality of Variances		t-test for Equality of Means						
				t	df	Sig. (2- tailed)	Mean Differenc e	Std. Error Differenc e	95% Confidence Interval of the Difference	
		F	Sig.						Lower	Upper
Satisfaction with workload	Equal variances assumed	1.57 2	.214	.057	70	.955	.017	.298	-.577	.611
	Equal variances not assumed			.058	69.89 9	.954	.017	.295	-.572	.606
Satisfaction with job security	Equal variances assumed	2.18 2	.144	-2.277	70	.026	-.738	.324	-1.385	-.092
	Equal variances not assumed			-2.292	69.99 8	.025	-.738	.322	-1.381	-.096
Satisfaction with salary	Equal variances assumed	.804	.373	-2.232	70	.029	-.672	.301	-1.272	-.071
	Equal variances not assumed			-2.244	69.98 9	.028	-.672	.299	-1.269	-.075
Satisfaction with benefits	Equal variances assumed	1.69 7	.197	-1.964	70	.053	-.653	.333	-1.317	.010
	Equal variances not assumed			-1.951	66.55 6	.055	-.653	.335	-1.322	.015
Satisfaction with work space	Equal variances assumed	.112	.739	.382	70	.704	.101	.263	-.425	.626
	Equal variances not assumed			.383	69.57 9	.703	.101	.263	-.424	.625
Satisfaction with computer	Equal variances assumed	.196	.659	-.103	70	.918	-.023	.225	-.473	.426
	Equal variances not assumed			-.104	68.77 6	.917	-.023	.222	-.467	.421
Satisfaction with continuing education funding	Equal variances assumed	5.01 2	.028	-.706	68	.482	-.213	.301	-.814	.389
	Equal variances not assumed			-.716	67.21 6	.477	-.213	.298	-.807	.381

Satisfaction with opportunity to advance	Equal variances assumed	.051	.822	-.691	66	.492	-.177	.256	-.689	.335
	Equal variances not assumed			-.695	65.985	.489	-.177	.255	-.686	.332
Satisfaction with freedom to do outside consulting	Equal variances assumed	2.776	.101	-.519	58	.606	-.138	.266	-.670	.394
	Equal variances not assumed			-.514	52.701	.609	-.138	.268	-.676	.400
Satisfaction with partner employment opportunities in area	Equal variances assumed	.030	.863	-1.654	53	.104	-.513	.310	1.136	.109
	Equal variances not assumed			-1.663	52.180	.102	-.513	.309	1.133	.106
My authority to decide what courses I teach	Equal variances assumed	.039	.845	-.125	70	.901	-.033	.260	-.551	.486
	Equal variances not assumed			-.125	69.163	.901	-.033	.260	-.551	.486
My authority to make decisions about course content	Equal variances assumed	1.615	.208	.603	70	.549	.138	.229	-.318	.594
	Equal variances not assumed			.614	66.719	.541	.138	.224	-.310	.586
My authority to make decisions about noneducational aspects of job	Equal variances assumed	.013	.911	-.051	70	.959	-.015	.302	-.618	.587
	Equal variances not assumed			-.051	69.189	.959	-.015	.302	-.618	.587
Degree to which I feel that I can impact departmental direction	Equal variances assumed	3.214	.077	.750	70	.456	.217	.289	-.360	.793
	Equal variances not assumed			.758	69.618	.451	.217	.286	-.354	.787
Degree to which I feel I can impact college direction	Equal variances assumed	.690	.409	-1.116	70	.268	-.339	.304	-.945	.267
	Equal variances not assumed			-1.112	67.613	.270	-.339	.305	-.948	.270
Time available for class preparation	Equal variances assumed	.094	.760	-.718	70	.475	-.193	.270	-.731	.344
	Equal variances not assumed			-.720	69.820	.474	-.193	.269	-.729	.342
Time available for teaching	Equal variances assumed	3.370	.071	-.901	70	.371	-.206	.228	-.662	.250

	Equal variances not assumed			- .894	65.79 4	.375	-.206	.230	-.666	.254
Time available for advising and mentoring students	Equal variances assumed	.092	.762	-.488	70	.627	-.135	.276	-.685	.415
	Equal variances not assumed			-.490	69.76 1	.626	-.135	.275	-.683	.414
Time available for departmental work	Equal variances assumed	.002	.969	-.104	70	.918	-.026	.254	-.533	.480
	Equal variances not assumed			-.103	68.29 8	.918	-.026	.255	-.534	.482
Time available for academic interaction with faculty in other departments	Equal variances assumed	.346	.558	1.430	70	.157	.333	.233	-.131	.797
	Equal variances not assumed			1.424	67.53 3	.159	.333	.234	-.134	.799
Time available for professional development activities	Equal variances assumed	1.21 1	.275	.291	70	.772	.079	.272	-.463	.621
	Equal variances not assumed			.293	69.77 1	.770	.079	.269	-.458	.616
Time available for keeping informed/ current in my field	Equal variances assumed	3.63 2	.061	.121	70	.904	.034	.281	-.527	.595
	Equal variances not assumed			.123	69.43 1	.903	.034	.278	-.520	.588
Time available for writing/publishing/ presenting	Equal variances assumed	.781	.380	.560	70	.577	.133	.238	-.341	.607
	Equal variances not assumed			.565	69.88 6	.574	.133	.236	-.337	.603
My academic preparedness to teach courses I teach	Equal variances assumed	1.05 1	.309	-.150	70	.881	-.028	.186	-.399	.343
	Equal variances not assumed			-.151	69.39 0	.880	-.028	.184	-.395	.339
My commitment and motivation as an instructor	Equal variances assumed	1.57 6	.213	-1.452	70	.151	-.240	.165	-.569	.090
	Equal variances not assumed			-1.460	69.98 8	.149	-.240	.164	-.568	.088
Academic preparedness of other faculty at my tribal college	Equal variances assumed	1.12 7	.292	-2.276	70	.026	-.457	.201	-.857	-.056
	Equal variances not assumed			-2.274	68.86 5	.026	-.457	.201	-.857	-.056



Commitment of other faculty at my tribal college	Equal variances assumed	.040	.843	-.645	70	.521	-.178	.276	-.729	.373
	Equal variances not assumed			-.647	69.790	.520	-.178	.275	-.727	.371
Degree to which I feel supported by most other faculty	Equal variances assumed	1.116	.294	-1.121	70	.266	-.271	.242	-.753	.211
	Equal variances not assumed			-1.113	66.069	.270	-.271	.243	-.757	.215
Academic preparedness of part-time faculty	Equal variances assumed	.006	.937	-1.096	70	.277	-.268	.244	-.755	.220
	Equal variances not assumed			-1.092	68.014	.279	-.268	.245	-.757	.222
Academic preparedness of the students I teach	Equal variances assumed	4.070	.047	-1.715	70	.091	-.469	.273	-1.014	.076
	Equal variances not assumed			-1.735	69.459	.087	-.469	.270	-1.008	.070
Academic motivation of the students I teach	Equal variances assumed	.004	.953	-.546	70	.587	-.161	.295	-.749	.427
	Equal variances not assumed			-.546	69.271	.587	-.161	.295	-.749	.427
Academic performance of the students I teach	Equal variances assumed	.047	.828	-1.134	70	.261	-.283	.250	-.782	.215
	Equal variances not assumed			-1.132	68.729	.261	-.283	.250	-.782	.216
Classroom behavior of the students I teach	Equal variances assumed	.004	.950	.532	70	.597	.118	.221	-.324	.559
	Equal variances not assumed			.533	69.710	.596	.118	.221	-.323	.558
Administrative commitment to college mission	Equal variances assumed	2.577	.113	-1.433	70	.156	-.424	.296	-1.014	.166
	Equal variances not assumed			-1.420	65.356	.160	-.424	.299	-1.020	.172
Effectiveness of overall college leadership	Equal variances assumed	.187	.667	-2.099	70	.039	-.630	.300	-1.229	-.031
	Equal variances not assumed			-2.093	68.224	.040	-.630	.301	-1.231	-.029
Accessibility of college leadership	Equal variances assumed	1.673	.200	.221	70	.826	.071	.322	-.572	.714
	Equal variances not assumed			.219	64.500	.828	.071	.326	-.579	.722

Effectiveness of academic dean	Equal variances assumed	2.150	.147	-1.219	70	.227	-.398	.326	-	1.049	.253
	Equal variances not assumed			-1.211	66.500	.230	-.398	.329	-	1.054	.258
Effectiveness of departmental leadership	Equal variances assumed	3.697	.059	.983	70	.329	.272	.277	-.280		.825
	Equal variances not assumed			1.001	66.900	.320	.272	.272	-.271		.816
Effectiveness of faculty evaluation process	Equal variances assumed	.654	.422	.364	70	.717	.093	.255	-.416		.602
	Equal variances not assumed			.360	64.921	.720	.093	.258	-.422		.608
Effectiveness of new faculty orientation campus wide	Equal variances assumed	7.035	.010	-.115	70	.908	-.031	.268	-.566		.504
	Equal variances not assumed			-.117	67.349	.907	-.031	.264	-.557		.495
Effectiveness of new faculty orientation departmental	Equal variances assumed	4.681	.034	-.054	70	.957	-.014	.258	-.529		.501
	Equal variances not assumed			-.055	67.717	.956	-.014	.254	-.521		.493
Registrar's office	Equal variances assumed	1.170	.283	.751	70	.455	.195	.260	-.323		.713
	Equal variances not assumed			.754	69.959	.453	.195	.259	-.321		.711
Admissions office	Equal variances assumed	.844	.361	-.743	70	.460	-.166	.223	-.610		.279
	Equal variances not assumed			-.737	66.227	.464	-.166	.225	-.614		.283
Financial Aid office	Equal variances assumed	1.757	.189	-.661	70	.511	-.138	.209	-.554		.278
	Equal variances not assumed			-.666	69.930	.508	-.138	.207	-.550		.275
Business office	Equal variances assumed	2.391	.127	-.589	70	.558	-.159	.271	-.700		.381
	Equal variances not assumed			-.582	63.955	.563	-.159	.274	-.707		.388
Career Center/Placement office	Equal variances assumed	.007	.933	-2.503	70	.015	-.707	.283	-	1.271	-.144
	Equal variances not assumed			-2.498	68.538	.015	-.707	.283	-	1.272	-.142

Counseling services	Equal variances assumed	.023	.880	-.963	70	.339	-.259	.268	-.794	.277
	Equal variances not assumed			-.965	69.58 0	.338	-.259	.268	-.793	.276
Bookstore	Equal variances assumed	4.39 5	.040	1.767	70	.082	.460	.260	-.059	.979
	Equal variances not assumed			1.781	69.92 5	.079	.460	.258	-.055	.975
Janitorial-maintenance services	Equal variances assumed	1.54 8	.218	-.068	70	.946	-.020	.298	-.615	.574
	Equal variances not assumed			-.068	69.60 9	.946	-.020	.295	-.609	.568
Degree to which my college campus reflects local tribal culture	Equal variances assumed	3.49 0	.066	-2.458	70	.016	-.598	.243	-	1.082 -1.13
	Equal variances not assumed			-2.442	66.43 4	.017	-.598	.245	-	1.086 -1.09
Degree to which my campus orients new faculty members to local culture	Equal variances assumed	2.41 0	.125	-2.766	70	.007	-.777	.281	-	1.337 -2.17
	Equal variances not assumed			-2.801	69.18 3	.007	-.777	.277	-	1.331 -2.24
Degree to which my college integrates local tribal culture into faculty development	Equal variances assumed	.134	.716	-3.766	70	.000	-.935	.248	-	1.430 -4.40
	Equal variances not assumed			-3.758	68.41 3	.000	-.935	.249	-	1.431 -4.39
Degree to which my college integrates local tribal language	Equal variances assumed	2.41 9	.124	-3.039	70	.003	-.771	.254	-	1.277 -2.65
	Equal variances not assumed			-3.008	64.53 6	.004	-.771	.256	-	1.283 -2.59
Degree to which college provides resources for integrating culture into courses	Equal variances assumed	.159	.691	-1.744	70	.086	-.441	.253	-.946	.063
	Equal variances not assumed			-1.743	68.92 3	.086	-.441	.253	-.946	.064
Degree to which I feel able to integrate local tribal culture into my courses	Equal variances assumed	1.03 2	.313	-.946	70	.347	-.262	.277	-.813	.290
	Equal variances not assumed			-.938	65.47 5	.352	-.262	.279	-.819	.295

Degree to which I feel able to integrate pan- Indian cultural information into my courses	Equal variances assumed	1.12 7	.292	-.914	70	.364	-.229	.251	-.729	.271
	Equal variances not assumed			-.922	69.91 4	.360	-.229	.248	-.725	.266
Think it important for more AI faculty members at my college	Equal variances assumed	1.08 0	.302	.742	70	.461	.098	.131	-.165	.360
	Equal variances not assumed			.739	67.85 3	.462	.098	.132	-.166	.361
Rating of overall job satisfaction	Equal variances assumed	.079	.779	-.777	70	.440	-.218	.281	-.778	.342
	Equal variances not assumed			-.778	69.46 5	.439	-.218	.280	-.778	.341

## Appendix P: Age-based t-test Results

Age-based t-test Results		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2- tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Satisfaction with workload	Equal variances assumed	.358	.551	.888	70	.378	.263	.297	-.328	.855
	Equal variances not assumed			.894	69.398	.375	.263	.295	-.324	.851
Satisfaction with job security	Equal variances assumed	.668	.417	-.520	70	.605	-.175	.336	-.845	.495
	Equal variances not assumed			-.524	69.456	.602	-.175	.334	-.841	.491
Satisfaction with salary	Equal variances assumed	.789	.377	.886	70	.379	.275	.310	-.344	.894
	Equal variances not assumed			.881	66.132	.382	.275	.312	-.349	.899
Satisfaction with benefits	Equal variances assumed	.257	.614	1.423	70	.159	-.480	.337	-1.153	.193
	Equal variances not assumed			1.419	67.230	.161	-.480	.338	-1.156	.195
Satisfaction with work space	Equal variances assumed	.261	.611	-.646	70	.520	-.170	.263	-.695	.355
	Equal variances not assumed			-.641	65.400	.524	-.170	.266	-.700	.360
Satisfaction with computer	Equal variances assumed	.060	.806	.527	70	.600	.119	.225	-.331	.569
	Equal variances not assumed			.521	63.600	.604	.119	.228	-.337	.575
Satisfaction with continuing education funding	Equal variances assumed	11.002	.001	1.262	68	.211	-.378	.300	-.976	.220
	Equal variances not assumed			1.298	66.394	.199	-.378	.291	-.960	.203

Satisfaction with opportunity to advance	Equal variances assumed	2.122	.150	1.159	66	.251	.295	.255	-.213	.804
	Equal variances not assumed			1.178	64.321	.243	.295	.251	-.205	.796
Satisfaction with freedom to do outside consulting	Equal variances assumed	.768	.384	1.252	58	.216	.329	.263	-.197	.856
	Equal variances not assumed			1.244	54.477	.219	.329	.265	-.201	.860
Satisfaction with partner employment opportunities in area	Equal variances assumed	.005	.942	-.553	53	.582	-.175	.316	-.810	.460
	Equal variances not assumed			-.552	51.916	.583	-.175	.317	-.811	.461
My authority to decide what courses I teach	Equal variances assumed	.188	.666	-.349	70	.728	-.091	.260	-.610	.428
	Equal variances not assumed			-.349	68.044	.728	-.091	.260	-.610	.428
My authority to make decisions about course content	Equal variances assumed	.072	.789	.234	70	.816	.054	.230	-.404	.511
	Equal variances not assumed			.236	69.836	.814	.054	.227	-.400	.507
My authority to make decisions about non-educational aspects of job	Equal variances assumed	.166	.685	.015	70	.988	.005	.303	-.599	.608
	Equal variances not assumed			.015	68.329	.988	.005	.302	-.599	.608
Degree to which I feel that I can impact departmental direction	Equal variances assumed	.890	.349	.353	70	.725	.103	.290	-.477	.682
	Equal variances not assumed			.356	69.470	.723	.103	.288	-.473	.678
Degree to which I feel I can impact college direction	Equal variances assumed	.742	.392	-.160	70	.874	-.049	.307	-.661	.563
	Equal variances not assumed			-.160	69.025	.873	-.049	.306	-.659	.561
Time available for class preparation	Equal variances assumed	3.254	.076	1.048	70	.298	.282	.269	-.255	.819
	Equal variances not assumed			1.065	69.985	.291	.282	.265	-.246	.810

Time available for teaching	Equal variances assumed	.070	.792	-.436	70	.664	-.100	.230	-.559	.358
	Equal variances not assumed			-.441	69.853	.661	-.100	.228	-.554	.354
Time available for advising and mentoring students	Equal variances assumed	6.222	.015	.838	70	.405	.231	.275	-.319	.780
	Equal variances not assumed			.857	69.347	.395	.231	.269	-.307	.768
Time available for departmental work	Equal variances assumed	.216	.643	1.927	70	.058	.478	.248	-.017	.972
	Equal variances not assumed			1.939	69.297	.057	.478	.246	-.014	.970
Time available for academic interaction with faculty in other departments	Equal variances assumed	2.019	.160	.643	70	.523	.152	.236	-.319	.622
	Equal variances not assumed			.650	69.957	.518	.152	.233	-.313	.616
Time available for professional development activities	Equal variances assumed	.495	.484	.283	70	.778	.077	.272	-.466	.620
	Equal variances not assumed			.284	69.054	.777	.077	.271	-.464	.618
Time available for keeping informed/current in my field	Equal variances assumed	2.376	.128	-1.119	70	.267	-.312	.279	-.869	.244
	Equal variances not assumed			-1.129	69.697	.263	-.312	.277	-.864	.240
Time available for writing/publishing/presenting	Equal variances assumed	.189	.665	.254	70	.800	.061	.239	-.415	.536
	Equal variances not assumed			.255	69.125	.799	.061	.237	-.413	.534
My academic preparedness to teach courses I teach	Equal variances assumed	.434	.512	-.677	70	.500	-.126	.186	-.497	.245
	Equal variances not assumed			-.669	63.768	.506	-.126	.188	-.502	.250
My commitment and motivation as an instructor	Equal variances assumed	5.268	.025	-2.318	70	.023	-.375	.162	-.698	-.052
	Equal variances not assumed			-2.239	53.153	.029	-.375	.168	-.711	-.039

Academic preparedness of other faculty at my tribal college	Equal variances assumed	.006	.937	-	70	.222	-.254	.206	-.665	.157
	Equal variances not assumed			1.233	69.428	.219	-.254	.205	-.663	.154
Commitment of other faculty at my tribal college	Equal variances assumed	.871	.354	-.513	70	.609	-.142	.277	-.695	.410
	Equal variances not assumed			-.510	65.690	.612	-.142	.279	-.699	.415
Degree to which I feel supported by most other faculty	Equal variances assumed	.314	.577	-	70	.248	-.282	.242	-.765	.200
	Equal variances not assumed			1.166	66.764	.250	-.282	.243	-.767	.203
Academic preparedness of part-time faculty	Equal variances assumed	.005	.943	-.787	70	.434	-.193	.246	-.684	.297
	Equal variances not assumed			-.788	68.342	.434	-.193	.246	-.684	.297
Academic preparedness of the students I teach	Equal variances assumed	1.073	.304	.829	70	.410	.231	.278	-.324	.786
	Equal variances not assumed			.840	69.968	.404	.231	.275	-.317	.779
Academic motivation of the students I teach	Equal variances assumed	5.725	.019	-.347	70	.730	-.103	.296	-.693	.488
	Equal variances not assumed			-.353	69.743	.725	-.103	.290	-.682	.477
Academic performance of the students I teach	Equal variances assumed	5.160	.026	-	70	.280	-.273	.251	-.772	.227
	Equal variances not assumed			1.089	69.871	.272	-.273	.246	-.764	.218
Classroom behavior of the students I teach	Equal variances assumed	.512	.477	-.972	70	.335	-.214	.221	-.655	.226
	Equal variances not assumed			-.983	69.913	.329	-.214	.218	-.650	.221
Administrative commitment to college mission	Equal variances assumed	1.040	.311	-	70	.063	-.555	.293	-1.140	.031
	Equal variances not assumed			1.890	65.747	.065	-.555	.296	-1.145	.035



Effectiveness of overall college leadership	Equal variances assumed	1.497	.225	-	70	.137	-.459	.305	-1.068	.149
	Equal variances not assumed			-	69.853	.133	-.459	.302	-1.062	.143
Accessibility of college leadership	Equal variances assumed	3.141	.081	-.361	70	.719	-.117	.323	-.760	.527
	Equal variances not assumed			-.357	64.318	.722	-.117	.326	-.768	.535
Effectiveness of academic dean	Equal variances assumed	.368	.546	-	70	.041	-.669	.321	-1.309	-.029
	Equal variances not assumed			-	69.191	.040	-.669	.319	-1.305	-.033
Effectiveness of departmental leadership	Equal variances assumed	1.636	.205	1.076	70	.286	.298	.277	-.255	.851
	Equal variances not assumed			1.096	69.833	.277	.298	.272	-.245	.841
Effectiveness of faculty evaluation process	Equal variances assumed	6.013	.017	-.328	70	.744	-.084	.256	-.594	.426
	Equal variances not assumed			-.335	69.510	.739	-.084	.250	-.584	.416
Effectiveness of new faculty orientation campus wide	Equal variances assumed	.795	.376	.872	70	.386	.233	.267	-.300	.766
	Equal variances not assumed			.876	69.173	.384	.233	.266	-.298	.764
Effectiveness of new faculty orientation departmental	Equal variances assumed	3.324	.073	1.284	70	.203	.329	.256	-.182	.839
	Equal variances not assumed			1.325	67.092	.190	.329	.248	-.166	.824
Registrar's office	Equal variances assumed	.062	.804	.698	70	.488	.182	.260	-.338	.701
	Equal variances not assumed			.699	68.335	.487	.182	.260	-.337	.701
Admissions office	Equal variances assumed	1.208	.276	.699	70	.487	.156	.224	-.290	.602
	Equal variances not assumed			.711	69.879	.480	.156	.220	-.282	.594

Financial Aid office	Equal variances assumed	.006	.940	- 2.344	70	.022	-.473	.202	-.876	-.071
	Equal variances not assumed			- 2.338	67.328	.022	-.473	.202	-.877	-.069
Business office	Equal variances assumed	6.852	.011	- 1.907	70	.061	-.506	.265	-1.035	.023
	Equal variances not assumed			- 1.864	59.102	.067	-.506	.271	-1.049	.037
Career Center/Placement office	Equal variances assumed	2.808	.098	-.625	70	.534	-.184	.295	-.772	.404
	Equal variances not assumed			-.636	69.912	.527	-.184	.290	-.762	.394
Counseling services	Equal variances assumed	.609	.438	- 1.086	70	.281	-.291	.268	-.827	.244
	Equal variances not assumed			- 1.095	69.714	.277	-.291	.266	-.822	.239
Bookstore	Equal variances assumed	.399	.530	- 1.139	70	.259	-.301	.264	-.827	.226
	Equal variances not assumed			- 1.149	69.685	.255	-.301	.262	-.823	.222
Janitorial-maintenance services	Equal variances assumed	1.852	.178	.226	70	.822	.068	.299	-.528	.663
	Equal variances not assumed			.228	69.598	.820	.068	.296	-.523	.659
Degree to which my college campus reflects local tribal culture	Equal variances assumed	.003	.960	-.018	70	.985	-.005	.254	-.511	.502
	Equal variances not assumed			-.018	68.668	.985	-.005	.253	-.510	.500
Degree to which my campus orients new faculty members to local culture	Equal variances assumed	.061	.805	- 1.322	70	.191	-.387	.293	-.971	.197
	Equal variances not assumed			- 1.326	68.844	.189	-.387	.292	-.969	.195
Degree to which my college integrates local tribal culture into faculty development	Equal variances assumed	.956	.332	- 1.601	70	.114	-.429	.268	-.963	.105
	Equal variances not assumed			- 1.618	69.871	.110	-.429	.265	-.958	.100

Degree to which my college integrates local tribal language	Equal variances assumed	.008	.930	-.362	70	.718	-.098	.270	-.637	.441
	Equal variances not assumed			-.360	66.199	.720	-.098	.272	-.641	.445
Degree to which college provides resources for integrating culture into courses	Equal variances assumed	.122	.728	-.027	70	.979	-.007	.259	-.523	.509
	Equal variances not assumed			-.027	66.046	.979	-.007	.261	-.527	.513
Degree to which I feel able to integrate local tribal culture into my courses	Equal variances assumed	.016	.898	1.156	70	.252	.319	.276	-.232	.870
	Equal variances not assumed			1.155	67.846	.252	.319	.276	-.232	.871
Degree to which I feel able to integrate pan-Indian cultural information into my courses	Equal variances assumed	.002	.966	-.370	70	.713	-.093	.252	-.596	.410
	Equal variances not assumed			-.370	68.326	.713	-.093	.252	-.596	.410
Think it important for more AI faculty members at my college	Equal variances assumed	3.573	.063	-	70	.028	-.287	.128	-.541	-.032
	Equal variances not assumed			-	68.762	.028	-.287	.127	-.541	-.033
Rating of overall job satisfaction	Equal variances assumed	8.315	.005	.972	70	.334	.273	.281	-.287	.832
	Equal variances not assumed			.995	69.140	.323	.273	.274	-.274	.820

### Appendix Q: Experience-based t-test Results

Experience-based t-test Results		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Satisfaction with workload	Equal variances assumed	.045	.832	1.092	70	.279	.328	.300	-.271	.927
	Equal variances not assumed			1.104	62.564	.274	.328	.297	-.266	.922
Satisfaction with job security	Equal variances assumed	.877	.352	.613	70	.542	.209	.341	-.471	.890
	Equal variances not assumed			.625	64.026	.534	.209	.335	-.459	.878
Satisfaction with salary	Equal variances assumed	1.390	.242	-.512	70	.610	-.162	.317	-.793	.469
	Equal variances not assumed			-.528	65.998	.600	-.162	.307	-.775	.451
Satisfaction with benefits	Equal variances assumed	.951	.333	-.662	70	.510	-.229	.347	-.921	.462
	Equal variances not assumed			-.678	64.998	.500	-.229	.338	-.905	.446
Satisfaction with work space	Equal variances assumed	1.379	.244	1.660	70	.101	-.437	.263	-.962	.088
	Equal variances not assumed			1.753	69.079	.084	-.437	.249	-.934	.060
Satisfaction with computer	Equal variances assumed	4.737	.033	1.089	70	.280	-.248	.228	-.702	.206
	Equal variances not assumed			1.194	69.255	.236	-.248	.207	-.662	.166
Satisfaction with continuing education funding	Equal variances assumed	.023	.880	1.170	68	.246	-.357	.305	-.966	.252
	Equal variances not assumed			1.179	59.458	.243	-.357	.303	-.963	.249

Satisfaction with opportunity to advance	Equal variances assumed	.152	.698	.705	66	.483	.184	.261	-.338	.706
	Equal variances not assumed			.698	53.843	.488	.184	.264	-.345	.714
Satisfaction with freedom to do outside consulting	Equal variances assumed	3.364	.072	1.463	58	.149	.397	.271	-.146	.940
	Equal variances not assumed			1.369	35.837	.180	.397	.290	-.191	.986
Satisfaction with partner employment opportunities in area	Equal variances assumed	.000	.996	.658	53	.513	.212	.322	-.434	.858
	Equal variances not assumed			.652	43.715	.518	.212	.325	-.443	.868
My authority to decide what courses I teach	Equal variances assumed	.788	.378	-.483	70	.631	-.128	.264	-.654	.399
	Equal variances not assumed			-.471	55.068	.639	-.128	.271	-.670	.415
My authority to make decisions about course content	Equal variances assumed	5.067	.028	-	70	.142	-.341	.230	-.799	.117
	Equal variances not assumed			1.630	69.098	.108	-.341	.209	-.758	.076
My authority to make decisions about noneducational aspects of job	Equal variances assumed	.240	.626	.465	70	.643	.143	.307	-.470	.755
	Equal variances not assumed			.465	60.170	.644	.143	.307	-.471	.757
Degree to which I feel that I can impact departmental direction	Equal variances assumed	.031	.861	-.907	70	.368	-.266	.294	-.852	.319
	Equal variances not assumed			-.904	59.526	.370	-.266	.295	-.856	.323
Degree to which I feel I can impact college direction	Equal variances assumed	.213	.646	.008	70	.994	.002	.312	-.619	.624
	Equal variances not assumed			.008	63.352	.994	.002	.307	-.611	.616
Time available for class preparation	Equal variances assumed	1.476	.229	1.251	70	.215	.341	.272	-.203	.884
	Equal variances not assumed			1.217	54.362	.229	.341	.280	-.221	.902
Time available for teaching	Equal variances assumed	.469	.496	.539	70	.591	.126	.233	-.340	.591
	Equal variances not assumed			.527	55.429	.600	.126	.239	-.352	.604

Time available for advising and mentoring students	Equal variances assumed	1.305	.257	.765	70	.447	.214	.280	-.344	.773
	Equal variances not assumed			.742	53.986	.461	.214	.288	-.364	.792
Time available for departmental work	Equal variances assumed	.528	.470	-.133	70	.894	-.034	.258	-.550	.481
	Equal variances not assumed			-.130	55.409	.897	-.034	.264	-.564	.495
Time available for academic interaction with faculty in other departments	Equal variances assumed	5.063	.028	.083	70	.934	.020	.240	-.459	.499
	Equal variances not assumed			.088	68.704	.930	.020	.228	-.436	.476
Time available for professional development activities	Equal variances assumed	.240	.626	-.461	70	.646	-.128	.276	-.679	.424
	Equal variances not assumed			-.470	63.890	.640	-.128	.271	-.670	.415
Time available for keeping informed/current in my field	Equal variances assumed	.201	.655	-.942	70	.349	-.268	.284	-.835	.299
	Equal variances not assumed			-.943	60.454	.349	-.268	.284	-.836	.300
Time available for writing/publishing/presenting	Equal variances assumed	2.431	.123	.271	70	.787	.066	.242	-.418	.549
	Equal variances not assumed			.260	50.803	.796	.066	.253	-.443	.574
My academic preparedness to teach courses I teach	Equal variances assumed	.237	.628	-	70	.002	-.563	.177	-.916	-.210
	Equal variances not assumed			-	3.504	68.810	.001	-.563	.161	-.883
My commitment and motivation as an instructor	Equal variances assumed	5.419	.023	-	70	.212	-.213	.169	-.549	.124
	Equal variances not assumed			-	1.400	67.691	.166	-.213	.152	-.515
Academic preparedness of other faculty at my tribal college	Equal variances assumed	2.275	.136	-.841	70	.403	-.177	.211	-.597	.243
	Equal variances not assumed			-.856	63.646	.395	-.177	.207	-.591	.236
Commitment of other faculty at my tribal college	Equal variances assumed	.590	.445	-.838	70	.405	-.235	.280	-.794	.324
	Equal variances not assumed			-.836	59.687	.407	-.235	.281	-.798	.328

Degree to which I feel supported by most other faculty	Equal variances assumed	.179	.674	-.993	70	.324	-.245	.246	-.736	.247
	Equal variances not assumed			-.995	60.794	.324	-.245	.246	-.736	.247
Academic preparedness of part-time faculty	Equal variances assumed	.025	.875	1.417	70	.161	.350	.247	-.143	.844
	Equal variances not assumed			1.418	60.500	.161	.350	.247	-.144	.845
Academic preparedness of the students I teach	Equal variances assumed	.080	.778	-.263	70	.794	-.075	.284	-.641	.492
	Equal variances not assumed			-.263	60.305	.794	-.075	.284	-.642	.493
Academic motivation of the students I teach	Equal variances assumed	.143	.707	1.042	70	.301	-.311	.299	-.907	.284
	Equal variances not assumed			1.066	64.740	.290	-.311	.292	-.894	.272
Academic performance of the students I teach	Equal variances assumed	1.136	.290	-.216	70	.830	-.055	.257	-.567	.456
	Equal variances not assumed			-.223	66.753	.824	-.055	.248	-.550	.439
Classroom behavior of the students I teach	Equal variances assumed	.992	.323	-.613	70	.542	-.138	.225	-.587	.311
	Equal variances not assumed			-.635	66.792	.528	-.138	.217	-.572	.296
Administrative commitment to college mission	Equal variances assumed	.881	.351	1.117	70	.268	-.338	.303	-.943	.266
	Equal variances not assumed			1.133	63.120	.261	-.338	.299	-.935	.258
Effectiveness of overall college leadership	Equal variances assumed	4.487	.038	-.769	70	.444	-.241	.314	-.867	.384
	Equal variances not assumed			-.745	53.435	.459	-.241	.324	-.891	.408
Accessibility of college leadership	Equal variances assumed	5.107	.027	1.889	70	.063	-.605	.320	-1.243	.034
	Equal variances not assumed			1.939	65.283	.057	-.605	.312	-1.228	.018
Effectiveness of academic dean	Equal variances assumed	.050	.823	-.823	70	.413	-.275	.334	-.941	.391
	Equal variances not assumed			-.822	59.975	.414	-.275	.335	-.944	.394

Effectiveness of departmental leadership	Equal variances assumed	.142	.707	1.001	70	.320	.282	.282	-.280	.845
	Equal variances not assumed			1.004	60.914	.319	.282	.281	-.280	.844
Effectiveness of faculty evaluation process	Equal variances assumed	3.414	.069	1.388	70	.170	.356	.257	-.156	.868
	Equal variances not assumed			1.341	52.931	.186	.356	.266	-.177	.889
Effectiveness of new faculty orientation campus wide	Equal variances assumed	1.419	.238	.200	70	.842	.055	.273	-.490	.599
	Equal variances not assumed			.205	65.561	.838	.055	.266	-.476	.585
Effectiveness of new faculty orientation departmental	Equal variances assumed	.041	.839	-.967	70	.337	-.253	.261	-.774	.269
	Equal variances not assumed			-.983	63.577	.329	-.253	.257	-.766	.261
Registrar's office	Equal variances assumed	1.108	.296	1.491	70	.141	.390	.261	-.132	.911
	Equal variances not assumed			1.448	53.995	.154	.390	.269	-.150	.930
Admissions office	Equal variances assumed	.936	.337	.802	70	.425	.182	.227	-.270	.635
	Equal variances not assumed			.815	63.465	.418	.182	.223	-.264	.628
Financial Aid office	Equal variances assumed	.116	.735	1.260	70	.212	-.265	.211	-.685	.155
	Equal variances not assumed			1.274	62.384	.207	-.265	.208	-.682	.151
Business office	Equal variances assumed	4.669	.034	1.103	70	.274	-.302	.274	-.849	.244
	Equal variances not assumed			1.148	67.368	.255	-.302	.263	-.828	.223
Career Center/Placement office	Equal variances assumed	.131	.719	-.254	70	.800	-.076	.300	-.675	.522
	Equal variances not assumed			-.256	62.183	.799	-.076	.297	-.670	.518
Counseling services	Equal variances assumed	1.791	.185	.948	70	.346	.259	.273	-.286	.804
	Equal variances not assumed			.925	54.966	.359	.259	.280	-.302	.820



Bookstore	Equal variances assumed	8.336	.005	-.240	70	.811	-.065	.271	-.605	.475
	Equal variances not assumed			-.258	69.979	.797	-.065	.252	-.567	.437
Janitorial-maintenance services	Equal variances assumed	.665	.418	-.474	70	.637	-.144	.303	-.748	.461
	Equal variances not assumed			-.481	63.221	.632	-.144	.299	-.740	.453
Degree to which my college campus reflects local tribal culture	Equal variances assumed	4.739	.033	1.252	70	.215	.319	.255	-.189	.828
	Equal variances not assumed			1.193	50.123	.238	.319	.268	-.218	.856
Degree to which my campus orients new faculty members to local culture	Equal variances assumed	1.615	.208	1.123	70	.265	.335	.298	-.260	.930
	Equal variances not assumed			1.155	65.529	.252	.335	.290	-.245	.915
Degree to which my college integrates local tribal culture into faculty development	Equal variances assumed	.406	.526	-.371	70	.712	-.103	.277	-.655	.450
	Equal variances not assumed			-.366	57.502	.716	-.103	.280	-.664	.459
Degree to which my college integrates local tribal language	Equal variances assumed	1.271	.263	1.810	70	.075	.486	.269	-.050	1.021
	Equal variances not assumed			1.762	54.595	.084	.486	.276	-.067	1.039
Degree to which college provides resources for integrating culture into courses	Equal variances assumed	.001	.980	1.098	70	.276	.286	.261	-.234	.806
	Equal variances not assumed			1.099	60.397	.276	.286	.261	-.235	.807
Degree to which I feel able to integrate local tribal culture into my courses	Equal variances assumed	4.600	.035	.139	70	.890	.039	.283	-.526	.604
	Equal variances not assumed			.131	48.566	.896	.039	.299	-.563	.641
Degree to which I feel able to integrate pan-Indian cultural information into my courses	Equal variances assumed	.107	.745	-.703	70	.485	-.180	.256	-.689	.330
	Equal variances not assumed			-.690	56.472	.493	-.180	.260	-.701	.342
Think it important for more AI faculty members at your college	Equal variances assumed	.460	.500	1.473	70	.145	-.195	.132	-.459	.069
	Equal variances not assumed			1.508	64.785	.136	-.195	.129	-.453	.063

Rating of overall job satisfaction	Equal variances assumed	2.633	.109	- 1.022	70	.310	-.291	.285	-.859	.277
	Equal variances not assumed			- 1.050	65.501	.297	-.291	.277	-.845	.262

## Appendix R: Salary-based t-test Results

Salary-based t-test Results		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Satisfaction with workload	Equal variances assumed	3.091	.083	2.895	69	.005	.824	.284	.256	1.391
	Equal variances not assumed			2.916	68.491	.005	.824	.282	.260	1.387
Satisfaction with job security	Equal variances assumed	.642	.426	.280	69	.780	.095	.340	-.584	.775
	Equal variances not assumed			.281	68.980	.780	.095	.339	-.582	.773
Satisfaction with salary	Equal variances assumed	.007	.935	1.476	69	.144	-.452	.306	-1.062	.159
	Equal variances not assumed			1.475	68.168	.145	-.452	.306	-1.063	.159
Satisfaction with benefits	Equal variances assumed	.516	.475	2.555	69	.013	-.832	.326	-1.482	-.182
	Equal variances not assumed			2.548	67.356	.013	-.832	.327	-1.484	-.180
Satisfaction with work space	Equal variances assumed	.130	.720	-.372	69	.711	-.099	.265	-.627	.430
	Equal variances not assumed			-.372	68.352	.711	-.099	.265	-.627	.430
Satisfaction with computer	Equal variances assumed	14.028	.000	2.365	69	.021	-.519	.219	-.957	-.081
	Equal variances not assumed			2.304	47.132	.026	-.519	.225	-.972	-.066
Satisfaction with continuing education funding	Equal variances assumed	.419	.520	-.816	67	.418	-.247	.303	-.853	.358
	Equal variances not assumed			-.815	66.425	.418	-.247	.303	-.853	.358
Satisfaction with opportunity to advance	Equal variances assumed	1.677	.200	.348	65	.729	.090	.259	-.427	.607

	Equal variances not assumed			.349	61.286	.728	.090	.258	-.425	.605
Satisfaction with freedom to do outside consulting	Equal variances assumed	.338	.563	.390	57	.698	.105	.268	-.432	.641
	Equal variances not assumed			.392	55.339	.697	.105	.267	-.431	.640
Satisfaction with partner employment opportunities in area	Equal variances assumed	.061	.806	.188	52	.852	.061	.323	-.588	.710
	Equal variances not assumed			.188	50.631	.852	.061	.324	-.589	.711
My authority to decide what courses I teach	Equal variances assumed	.110	.741	-.121	69	.904	-.032	.263	-.557	.494
	Equal variances not assumed			-.121	68.967	.904	-.032	.263	-.556	.492
My authority to make decisions about course content	Equal variances assumed	2.436	.123	1.040	69	.302	.239	.230	-.220	.698
	Equal variances not assumed			1.055	64.558	.295	.239	.227	-.214	.692
My authority to make decisions about non- educational aspects of job	Equal variances assumed	.359	.551	1.221	69	.226	.370	.303	-.234	.974
	Equal variances not assumed			1.222	68.717	.226	.370	.302	-.234	.973
Degree to which I feel that I can impact departmental direction	Equal variances assumed	.588	.446	.368	69	.714	.108	.294	-.478	.694
	Equal variances not assumed			.369	69.000	.713	.108	.293	-.476	.692
Degree to which I feel I can impact college direction	Equal variances assumed	.018	.892	1.347	69	.182	.412	.306	-.198	1.022
	Equal variances not assumed			1.347	68.574	.182	.412	.306	-.198	1.021
Time available for class preparation	Equal variances assumed	4.133	.046	2.073	69	.042	.551	.266	.021	1.081
	Equal variances not assumed			2.089	68.362	.040	.551	.264	.025	1.077
Time available for teaching	Equal variances assumed	2.174	.145	1.567	69	.122	.359	.229	-.098	.815
	Equal variances not assumed			1.579	68.299	.119	.359	.227	-.095	.812
Time available for advising and mentoring students	Equal variances assumed	2.864	.095	1.818	69	.073	.497	.273	-.048	1.042

	Equal variances not assumed			1.832	68.388	.071	.497	.271	-.044	1.038
Time available for departmental work	Equal variances assumed	1.142	.289	1.452	69	.151	.368	.254	-.138	.874
	Equal variances not assumed			1.461	68.666	.148	.368	.252	-.134	.871
Time available for academic interaction with faculty in other departments	Equal variances assumed	.244	.623	2.378	69	.020	.541	.227	.087	.994
	Equal variances not assumed			2.372	67.638	.021	.541	.228	.086	.995
Time available for professional development activities	Equal variances assumed	.886	.350	.610	69	.544	.167	.273	-.379	.713
	Equal variances not assumed			.613	69.000	.542	.167	.273	-.377	.711
Time available for keeping informed/current in my field	Equal variances assumed	1.157	.286	-.257	69	.798	-.073	.285	-.641	.495
	Equal variances not assumed			-.258	68.976	.798	-.073	.284	-.640	.493
Time available for writing/publishing/presenting	Equal variances assumed	.039	.843	-.221	69	.825	-.053	.241	-.533	.427
	Equal variances not assumed			-.222	68.617	.825	-.053	.240	-.533	.426
My academic preparedness to teach courses I teach	Equal variances assumed	.009	.924	-	69	.090	-.317	.185	-.685	.051
	Equal variances not assumed			1.718	-	1.701	62.855	.094	-.317	.186
My commitment and motivation as an instructor	Equal variances assumed	1.907	.172	-	69	.300	-.176	.168	-.511	.160
	Equal variances not assumed			1.044	-	1.029	58.651	.308	-.176	.171
Academic preparedness of other faculty at my tribal college	Equal variances assumed	6.741	.012	-	69	.225	-.254	.208	-.669	.160
	Equal variances not assumed			1.225	-	1.211	61.294	.231	-.254	.210
Commitment of other faculty at my tribal college	Equal variances assumed	.619	.434	-	69	.309	-.281	.275	-.829	.266
	Equal variances not assumed			1.025	-	1.025	68.389	.309	-.281	.275
Degree to which I feel supported by most other faculty	Equal variances assumed	.087	.768	.509	69	.612	.126	.247	-.366	.618

Academic preparedness of part-time faculty	Equal variances not assumed			.507	66.549	.614	.126	.248	-.369	.620
	Equal variances assumed	.562	.456	.233	69	.817	.058	.250	-.440	.556
Academic preparedness of the students I teach	Equal variances not assumed			.232	66.832	.818	.058	.251	-.442	.558
	Equal variances assumed	.922	.340	1.074	69	.286	.298	.277	-.256	.852
Academic motivation of the students I teach	Equal variances not assumed			1.070	66.858	.289	.298	.279	-.258	.854
	Equal variances assumed	.016	.900	1.651	69	.103	.483	.293	-.101	1.067
Academic performance of the students I teach	Equal variances not assumed			1.650	68.258	.104	.483	.293	-.101	1.068
	Equal variances assumed	2.152	.147	-.040	69	.968	-.010	.256	-.520	.499
Classroom behavior of the students I teach	Equal variances not assumed			-.040	64.376	.968	-.010	.258	-.525	.504
	Equal variances assumed	.058	.810	1.166	69	.248	.258	.221	-.183	.698
Administrative commitment to college mission	Equal variances not assumed			1.168	68.931	.247	.258	.220	-.182	.697
	Equal variances assumed	1.151	.287	-	69	.048	-.588	.292	-1.171	-.006
Effectiveness of overall college leadership	Equal variances not assumed			2.015	67.829	.048	-.588	.293	-1.172	-.004
	Equal variances assumed	.762	.386	-.794	69	.430	-.243	.306	-.855	.368
Accessibility of college leadership	Equal variances not assumed			-.795	68.916	.429	-.243	.306	-.853	.367
	Equal variances assumed	.611	.437	-	69	.214	-.394	.314	-1.021	.233
Effectiveness of academic dean	Equal variances not assumed			1.254	68.352	.214	-.394	.314	-1.022	.233
	Equal variances assumed	.460	.500	-	69	.216	-.405	.325	-1.053	.242
Effectiveness of departmental leadership	Equal variances not assumed			1.248	65.980	.219	-.405	.327	-1.057	.247
	Equal variances assumed	.155	.695	1.244	69	.218	.347	.279	-.210	.904

	Equal variances not assumed			1.253	68.612	.215	.347	.277	-.206	.901
Effectiveness of faculty evaluation process	Equal variances assumed	.082	.775	2.013	69	.048	.496	.246	.004	.988
	Equal variances not assumed			2.013	68.487	.048	.496	.246	.004	.988
Effectiveness of new faculty orientation campus wide	Equal variances assumed	.203	.654	-.295	69	.769	-.080	.272	-.622	.462
	Equal variances not assumed			-.295	67.745	.769	-.080	.272	-.624	.463
Effectiveness of new faculty orientation departmental	Equal variances assumed	.094	.760	.365	69	.717	.095	.262	-.427	.617
	Equal variances not assumed			.366	68.905	.715	.095	.260	-.424	.615
Registrar's office	Equal variances assumed	.175	.677	.670	69	.505	.175	.261	-.346	.696
	Equal variances not assumed			.673	68.921	.503	.175	.260	-.343	.693
Admissions office	Equal variances assumed	.120	.730	-.335	69	.739	-.076	.226	-.526	.375
	Equal variances not assumed			-.336	68.980	.738	-.076	.225	-.524	.373
Financial Aid office	Equal variances assumed	.411	.524	-	69	.029	-.452	.203	-.857	-.047
	Equal variances not assumed			2.224	-	.030	-.452	.204	-.858	-.045
Business office	Equal variances assumed	6.905	.011	2.216	67.161	.014	-.633	.252	-1.135	-.130
	Equal variances not assumed			2.513	69	.016	-.633	.255	-1.143	-.123
Career Center/Placement office	Equal variances assumed	.001	.980	-	69	.159	-.416	.292	-.998	.167
	Equal variances not assumed			1.424	68.562	.159	-.416	.292	-.998	.167
Counseling services	Equal variances assumed	1.262	.265	-	69	.702	-.102	.264	-.629	.426
	Equal variances not assumed			1.424	68.562	.159	-.416	.292	-.998	.167
Bookstore	Equal variances assumed	.190	.664	-.385	69	.700	-.102	.263	-.626	.422
	Equal variances not assumed			-.387	68.645	.700	-.102	.263	-.626	.422
	Equal variances assumed	.190	.664	-.615	69	.540	-.165	.269	-.701	.371





Rating of overall job satisfaction	Equal variances assumed	1.197	.278	.531	69	.597	.150	.283	-.415	.715
	Equal variances not assumed			.533	68.994	.596	.150	.282	-.412	.713